



## Relationships and Sex Education (RSE) Policy

### Ermysted's Grammar School

The Governing Body of Ermysted's Grammar School (the 'School') ratified this policy on 16 March 2023.

Academic year	Headmaster	Deputy Headteacher	Nominated Governor	PSHCE Coordinator
2022-23	Mr M Evans	Mr A Jackson	Dr S Humphrey	Mr A Macnab

#### 1. How this Policy was developed

This policy was developed and agreed in consultation with staff, governors, parents /carers, pupils and various external bodies.

The policy is informed by the following documents and statutory guidance:

- Relationships and sex education (RSE) and health education guidance (DfE)  
<https://www.gov.uk/government/publications/sex-and-relationship-education>
- Further supplementary guidance has been produced 'Sex and Relationships Education for the 21st Century'  
[https://legacy.brook.org.uk/images/brook/professionals/documents/press\\_releases/sreforthe21stcenturyreportfinal.pdf](https://legacy.brook.org.uk/images/brook/professionals/documents/press_releases/sreforthe21stcenturyreportfinal.pdf) - and -  
<https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/SRE%20Advice%2020214.pdf>
- Relationships and Sex Education (RSE) (Secondary) (DfE)  
<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-and-sex-education-rse-secondary>

In formulating the Relationships and Sex policy a **consultation exercise took place throughout May 2019**. The school acknowledges the links with specific curriculum areas e.g. science and to the following existing school policies and other areas of information:

- Safeguarding and child protection; North Yorkshire Safeguarding Children Board Procedures and Guidance <https://www.safeguardingchildren.co.uk/>
- Child protection Policy
- Confidentiality Policy
- Anti-bullying policy
- Equalities Policy

#### 2. What is Relationships and Sex Education (RSE)?

Relationship and Sex Education is learning about the emotional, social and physical aspects of growing up, relationships, sex, sexuality and sexual health. It should help support pupils gain accurate information, develop skills and form positive beliefs, values and attitudes. It also gives pupils essential skills for building positive, enjoyable, respectful, loving and non-exploitative relationships, staying safe both on and offline. It enables them to take responsibility for their body, relationships, reproduction, sexual health and wellbeing.

### 3. Why is RSE in schools important?

High quality RSE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life, and for the following reasons:

- RSE plays a vital part in schools fulfilling their statutory duties to protect and safeguard their pupils. Ofsted is clear that schools must have an RSE programme that enables pupils to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life.
- 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 from September 2020. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that relationships and sex education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 Not Yet Good Enough report.
- Technology is evolving at a tremendous pace. The need to protect children and young people from inappropriate online content, cyber-bullying and exploitation is a growing concern. A comprehensive RSE programme can support in addressing these issues.
- Research shows that a comprehensive RSE programme delays sexual activity for young people and increases the likelihood of using contraception. A link has been shown between effective school based RSE and reductions in teenage pregnancy (National Survey of Sexual Attitudes and Lifestyles 2013)

### 4. The school's ethos and aims

Our values and aims underpin all teaching, in all subjects including RSE. We encourage:

- A caring, safe environment where all pupils can develop their talents and skills.
- Respect for all members of the school community and all who work on the school site.
- To foster attitudes of tolerance, justice and forgiveness.
- To ensure all staff and pupils have access to equal opportunities.
- All staff and pupils to enjoy opportunities to develop their self-respect.
- Providing opportunities for pupils to become effective citizens ready to play a positive part in society.

In addition, the Relationships and Sex Education Policy seeks to develop:

- An awareness, understanding and respect for self, including self-confidence and self-esteem.
- An awareness and respect for others and their view.
- Taking responsibility for choices and actions.
- The promotion of understanding and empathy to enable all pupils to treat others with fairness and respect.
- An awareness of discrimination, teasing, bullying, the use of prejudiced-based language and how to respond and ask for help.
- The promotion of relationships based on mutual understanding and trust.
- A regard for family life, friends and the wider community.

### 5. What is high quality relationship and sex education?

The 12 principles for delivery of high quality RSE in all schools have been set out by the Sex Education Forum all based on evidence based practice: <http://www.sexeducationforum.org.uk/resources/advice-guidance/principles-good-rse>

1. Is an identifiable part of our personal, social, health and economic (PSHE) education curriculum, which has planned, timetabled lessons across all the Key Stages.
2. Is taught by staff regularly trained in RSE and PSHE (with expert visitors invited in to enhance and supplement the programme where appropriate).
3. Works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home.
4. Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills.
5. Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.
6. Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
7. Gives a positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity.
8. Gives pupils opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views.
9. Includes learning about how to get help and treatment from sources such as the school nurse and other health and advice services, including reliable information online.
10. Fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RSE lessons and in every-day school life.
11. Meets the needs of all pupils with their diverse experiences - including those with special educational needs and disabilities.
12. Seeks pupils' views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.

## 6. What will be the aims, objectives and outcomes of RSE?

### **Attitudes and Values**

- learning the importance of values, individual conscience and moral considerations.
- learning the value of marriage, family life and stable relationships.
- learning the value of respect, love, care and relationships that are healthy, equal and safe.
- exploring, considering and understanding moral dilemmas.
- challenging stereotypes and gendered expectations for both boys and girls.
- developing critical thinking as part of decision making.

### **Personal and Social Skills**

- learning to manage emotions and relationships confidentially and sensitively.
- developing self-respect and empathy for others.
- equipping pupils with the information, skills and values to have safe, fulfilling and enjoyable relationships.
- learning to make choices based on an understanding of difference and with an absence of prejudice.
- exploring and developing the social and personal skills needed to make informed choices with an appreciation of the consequences of choices made.
- developing assertiveness skills to managing negotiation and conflict.
- learning how to recognise and avoid abuse, control and exploitation, and how to seek help if they are being abused / exploited.
- learning how to recognise pressure and ways of dealing with it.
- understanding a range of 'different families' and sexualities: Lesbian, Gay, Bisexual and Transgender (LGBT) and able to challenge transphobic and homophobic language.

- being able to take responsibility and have respect for their bodies, wellbeing and sexual health.
- developing the knowledge and skills to be able to seek appropriate help.

### **Knowledge and Understanding**

- learning and understanding physical and emotional development at appropriate stages, including the appropriate terminology to describe the names for their genitalia and reproductive organs.
- learning that their body belongs to them and they can say who has access to it.
- learning and implementing strategies to keep safe both on and offline.
- considering the impact of the media on body image and portrayal of all genders.
- understanding human sexuality, reproduction, sexual health, emotions and healthy 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 a delay.
- learning about the avoidance of unplanned pregnancy.
- learning about the law and sexual consent.

## 7. Statutory Requirements

During the passage of the Children and Social Work Act in 2017, the government recognised that there was a compelling case to make Relationships Education for all primary pupils and Relationships and Sex Education (RSE) for all secondary pupils compulsory through regulations, and to consider the status of Personal, Social, Health and Economic Education (PSHE) or elements of the subject for all state-funded pupils. All schools will be required to teach these subjects and have regard to the statutory guidance from September 2020.

The Education Regulations 1993 require all maintained schools to publish in their prospectus a summary of the content and organisation of any Relationship and Sex education which they provide.

The 1988 Education Act requires school to:

- promote the spiritual, moral, social, cultural and physical development of pupils.
- prepare pupils for the opportunities, responsibilities and experiences of adult life.

## 8. Roles and Responsibilities

### **The Governing Body**

The governing body has the responsibility to ensure Ermysted's Grammar School has an up-to-date RSE policy that describes the content and organisation of RSE through the national curriculum science and other curriculum areas such as PSHCE. The policy should also clearly reference any on site sexual health services.

The governing body, in co-operation with the Headteacher, is expected to involve families, pupils, and the wider school community to ensure that RSE addresses the needs of pupils, local issues and trends. The governing body needs to ensure pupils are protected from teaching and materials which are inappropriate, having regard to the age, religious and cultural background of the pupils. It will ensure that the policy is available to parents and that parents know of their right to withdraw their children.

Governors will ensure that the programme and the resources are monitored and evaluated. This monitoring applies to both the taught curriculum and the wider areas of school life e.g. Curriculum days. The policy will be reviewed on a three year cycle or sooner if necessary. There is a link governor for RSE.

The governing body has the responsibility to ensure the school is meeting requirements under the equalities legislation (Equalities Act, 2010) so it needs to ensure the curriculum reflects the diversity of modern Britain including representing a range of families and sexualities in the School.

The governing body has the responsibility through the statutory guidance 'Keeping children safe in education 2021', to consider how pupils may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering

relevant issues through PSHCE, and /or through RSE. Specific issues referred to in the document include sexual exploitation, domestic violence, bullying including cyber bullying, sexting and teenage relationship abuse.

### ***The Headteacher***

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including teaching and learning. The Head teacher's responsibilities in respect of RSE (delegated to the Deputy Headteacher i/c PSHCE) are to:

- Work with governors to ensure compliance with the statutory guidance.
- Liaise with the PSHCE co-ordinator to ensure the effective delivery of the RSE within the curriculum is being monitored.
- Keep the governing body fully informed of provision, issues and progress around RSE issues.
- Act upon any concerns which may arise from pupil's disclosure during RSE sessions.
- Monitor staff training requirements in relation to effective teaching and learning of RSE.
- Ensure parents/carers are informed when their children will be taught RSE to support a partnership approach but also that they do have the right to withdraw their child.

### ***The PSHCE Co-ordinator***

The PSHCE Co-ordinator is responsible for all aspects of the subject including RSE. In respect of RSE, responsibilities are to:

- Ensure the implementation and quality of long term and medium term RSE schemes of work.
- Ensure that all staff are confident in the skills to teach and discuss RSE issues as trained, competent staff are essential to raise standards in RSE.
- Consider the needs of all pupils, and to achieve this recognise that the school might need to address some specific issue.
- Consult with pupils to inform provision around RSE and use the schools' Growing up in North Yorkshire bi-annual survey results to inform planning.
- Access appropriate training.
- Monitor and advise on RSE organisation, planning and resource issues across the school.
- Ensure procedures for assessment, monitoring and evaluation are included.
- Liaise with the named governor for RSE.
- Liaise with any service provision to support aspects of sexual health.
- Co-ordinate with external providers to ensure their provision meets the outcomes of the planned provision using age appropriate materials.
- Liaise with the Headteacher or appropriate SLT member to ensure parents/carers are informed when their children will be taught RSE to support a partnership approach but also to inform of their right to withdraw their child.

### **Parents / Carers**

EGS aims to work in active partnership with families, value their views and keep them informed of the RSE provision. If a parent/carer has any concerns about the RSE provision, then time should be taken to address their concerns. Families can be invited to review the resources and can contact the Assistant Headteacher with any queries or concerns.

### The 'right to withdraw'

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request it would be good practice for the Headteacher, or member of the pastoral team, to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. **The School will document this process to ensure a record is kept.**

Good practice is also likely to include discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.

Once those discussions have taken place, except in exceptional circumstances, the school should 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 should provide the child with sex education during one of those terms.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where a pupil's specific needs arising from their SEND are considered when making this decision.

If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. **There is no right to withdraw from Relationships Education or Health Education.**

### **Complaints**

Parental or public complaints about the School's relationships and sex education provision should be addressed through the School's complaints procedure.

### **External agencies**

Whilst the responsibility for organising and delivering most, if not all, of the RSE programme rests with the school, there may be times when an external contributor can add value and bring to the classroom additional experience, skills or knowledge that teachers may not always have. However, they may not possess the skills of organising teaching and learning or managing behaviour. It is essential to ensure that at all times a member of staff is present when an external contributor is working with pupils. The visitor's input will be more effective if a teacher provides the context and follow up to the session. All external visitors should have Disclosure and Barring Service check (DBS).

The PSHCE coordinator along with the link governor for RSE and the Deputy Headteacher Pastoral will monitor and evaluate the input of external agencies. (See 'Partners in School Agreement' Appendix 5)

## 9. Delivery of RSE and the Curriculum

RSE is part of a planned PSHCE programme. It is delivered in line with the National Curriculum for Science, the national framework for PSHCE, DfE Relationship and Sex Guidance and Ofsted guidance. To ensure full coverage, RSE is addressed in several ways:

- Through designated curriculum time in PSHCE.
- Through other curriculum areas (e.g. Science, English and RE).
- Through 'drop down' days.

The delivery of the content will be adapted to support pupils with SEND as required.

## 10. Assessment, monitoring, evaluating and reviewing RSE

Assessment of RSE should:

- Be planned from the beginning as an integral part of teaching and learning.
- Provide regular opportunities for pupils to give and receive feedback on their progress and achievements, helping them to identify what they should do next.
- Include the biennial completion of the Growing up In North Yorkshire Survey to support the monitoring and evaluation of the RSE provision and to identify any emerging issues for pupils.
- Involve pupils in discussion about learning objectives and desired outcomes.
- Include pupils as partners in the assessment process e.g. through self-assessment and peer-assessment.
- Enable pupils to identify and gather evidence of their progress in developing knowledge, skills, understanding and attitudes.
- Reflect the principles of inclusion and the range of pupils learning styles enabling all pupils to demonstrate their achievement.

The PSHCE co-ordinator will be responsible for monitoring the provision of RSE and for reporting the results to the Senior Leadership Team and to the Governing Body.

## 11. Monitoring and Evaluation

The RSE programme is regularly monitored and evaluated within the School's framework for teaching and learning and delivery of the curriculum. The views of pupils, parents/carers and teachers are used to make changes and improvements to the programme on an ongoing basis. The policy will be formally reviewed every three years for the following purposes:

- To review and plan the content and delivery of the programme of study for RSE
- To review resources and renew as appropriate (see further guidance in appendix 3)
- To update training in line with current guidance and staff identified needs

## 12. Safeguarding and Confidentiality

RSE can be a sensitive issue. To protect privacy and engender respect for all, teachers will be expected to develop ground rules with pupils at the onset of work. This will include information on confidentiality and where pupils can get help on personal concerns both inside and outside school. Pupils should be informed about the remit of confidentiality and that teachers cannot offer or guarantee this to individual pupils unconditionally.

If pupils ask particularly sensitive questions that appear to be inappropriate in the circumstances, teachers will deal with this outside of the lesson, but a holding statement should be used for example, 'that is a really interesting question and I need time to think because I want to give you a really good answer'. This then allows the teacher to follow a number of options. These include: further questioning of the pupil with another member of staff present asking them for interpretation of the question they asked, time to consult with colleagues to construct an appropriate answer, or liaise with the pupil's family, and obtain information about where to get further help, or, if the matter is considered a potential Safeguarding issue, the staff member responsible for this will be notified.

It is the responsibility of the school to support its pupils and to carry out its functions with a view to safeguarding and promoting the welfare of pupils. In fulfilling this duty, they must have regard to guidance around safeguarding. Whilst pupils have the same rights to confidentiality as adults no pupil should be guaranteed absolute confidentiality. Staff will report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the school's senior member of staff, with designated responsibility for Child Protection (Mrs H Simms). The Designated Person will then, in line with the School's Child Protection policy and the North Yorkshire Safeguarding Children Board guidance and procedures, take



action as appropriate. Pupils will be made aware of the law relating to sexual offences and of those circumstances where confidentiality cannot be maintained.

### 13. Diversity

Pupils from all faiths and cultures have an entitlement to RSE. Effective RSE means being sensitive to the range of different values and beliefs within a multi-faith and multi-cultural society. Schools need to promote all pupils' spiritual, moral, social and cultural development to enable them to participate fully in democratic, modern Britain. It is important when developing the RSE curriculum to work in partnership with parents/carers and the wider community. Research has shown that if parents/carers and faith leaders work together to examine assumptions and beliefs and ensure effective communication this reduces misunderstandings and allows for the development of a values framework for RSE.

### 14. Lesbian, Gay, Bisexual and Trans (LGBT) and work on 'Different Families'

The 2010 Equalities Act sets out that schools are required to eliminate discrimination, advance equality and foster good relations, so the curriculum should be inclusive for LGB, trans and heterosexual pupils. This also means schools have to be proactive in preventing and tackling homophobic, biphobic and transphobic bullying and make all children and young people feel included. Stonewall is a leading LGBT charity which provides a range of supporting materials for primary and secondary schools on their website [www.stonewall.org.uk](http://www.stonewall.org.uk).

All families are different, so it is important to avoid using language which focuses on the conventional 'mum and dad' family structure and instead talk about families more broadly. LGB pupils (who make up approximately 6% of any school population) often report that their RSE is solely about heterosexual relationships, or that non heterosexual identities were addressed negatively.

Pupils should be provided with the opportunities to learn about different family structures. Supporting resources have been developed to enable primary schools to introduce the topic of 'different families – same love'. For older pupils when teaching RSE, in particular in relation to partners and sexual health issues there needs to be integrated into the curriculum learning and resources that relate to LGB relationships.

It is also important when teaching RSE at all age groups not to just refer to the two genders of boys and girls but to take the time to explore the spectrum of gender identify for example include trans and gender neutral identities as well as challenging gender stereotypes (further information on trans identities can be found at <http://www.gires.org.uk/>)

### 15. Sexual health services in Secondary Schools

Growing Up in North Yorkshire survey 2018 suggests that about 19% of Year 10 pupils are or have been sexually active. However, they do remain the group least likely to access contraceptive and sexual health advice, putting them at high risk of experiencing an unplanned pregnancy and/or contracting a sexually transmitted infection (STI). The Sexual Offences Act 2003, does not limit children's right to RSE and sexual health support and advice. Please see the section below for further information on the Sexual Offences Act.

### 16. Secondary School content requirements

By the end of secondary school, the following areas should be covered:

#### ***Relationships and Sex Education***

- Families
- Respectful relationships, including friendships
- Online and media
- Being Safe
- Intimate and sexual relationships including sexual health

#### ***Health Education***

- Mental Wellbeing
- Internet safety and harms



- Physical health and fitness
- Healthy Eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

***The law in relation to:***

- Marriage
- Consent, including the age of consent
- Violence against women and girls
- Online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- Pornography
- Abortion
- Sexuality
- Gender identity
- Substance misuse
- Violence and exploitation by gangs
- Extremism/radicalisation
- Criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- Hate crime
- Female genital mutilation (FGM)

This policy was compiled with reference to:

- 'North Yorkshire Guidance on developing a Relationship and Sex Education Policy for Primary, Secondary, Special Schools and the Pupil Referral Service'.

Further information can be found in the following Appendices.

## Appendix 1. (Additional Information)

### *Sexual Offences Act 2003*

The Sexual Offences Act aims to clarify what constitutes a crime of sexual nature against children, young people and adults. The Act does not limit children's right to RSE and sexual health support and advice. The aim of the Act is to protect young people from sexual abuse or sexual exploitation. The Act recognises:

- The legal age for young people to consent to have sex is still 16, regardless of sexual orientation
- Although the age of consent remains 16, it is not intended that the law should be used to prosecute mutually agreed teenage sexual activity between two young people if a similar age, unless it involves abuse or exploitation
- Young people under 16, including those under 13, can continue to seek sexual health and contraceptive information, advice or treatment in confidence
- The law ensures that those providing information and support with the purpose of protecting a young person from pregnancy, STIs, protecting their physical safety or promoting their wellbeing, will not be guilty of an offence
- The aim of the law is to protect the safety and rights of young people and make it easier to prosecute people who pressure or force others into having sex they don't want

North Yorkshire Safeguarding Children Board has a range of supporting information and guidance and online training to support professionals which can be accessed at <http://www.safeguardingchildren.co.uk/>

For the following issues staff should report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the school's senior member of staff, with designated responsibility for Child Protection. The Designated person will then, in line with the School's Child Protection policy and the North Yorkshire Safeguarding Children Board guidance and procedures, take action as appropriate.

**Sexting in schools and colleges:** responding to incidents and safeguarding young people - UKCCIS Guidance

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/545997/Sexting\\_in\\_schools\\_and\\_colleges\\_UKCCIS\\_4\\_.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/545997/Sexting_in_schools_and_colleges_UKCCIS_4_.pdf)

Clear guidance has been provided to schools indicating how they should handle incidents where pupils under-18 take and/or share naked images of other under-18s, including themselves. This new guidance takes a safeguarding focus, rather than a simple criminal response, and, in some circumstances, allows schools to deal with incidents without involving the police. There is no clear definition of 'sexting'. Instead, this document talks about 'youth-produced sexual imagery'. This is imagery that is being created by under 18s themselves and involves still photographs, video, and streaming. In the guidance, this content is described as sexual and not indecent.

Incidents covered by this guidance:

- Person under 18 creates a sexual image of themselves and shares it with another person under 18.
- A person under 18s shares an image of another under 18 with another person under 18 or an adult.
- A person under 18 is in possession of sexual imagery created by another person under 18.
- Incidents not covered by this guidance:
  - Under 18s sharing adult pornography.
  - Under 18s sharing sexual texts without sexual imagery.
  - Adults sharing sexual imagery of under 18s. (This is child sexual abuse and must always be reported to police.)

The UKCCIS guidance 'Sexting in schools and colleges, responding to incidents and safeguarding young people' published in August 2016, is non-statutory, but should be read alongside 'Keeping children safe in education'. This is important guidance and should be read and understood by DSLs, appropriately communicated to the staff team and incorporated into the schools online safety policy.

## ***Pornography***

Research shows that an increasing number of young people are being exposed to pornography. Pornography can depict a lack of communication about choices, sexual consent and contraception, and often shows violent and oppressive behaviours particularly towards women, which can be frightening and confusing, and make young people, feel pressured to behave in particular ways. Teaching about pornography could be part of the planned PSHE curriculum and should emphasise that it is not the best way of learning about healthy, consensual sex. Teaching should build on learning about relationships, gender expectations of sex, body image, consent, gender stereotypes and the importance of healthy, loving and respectful relationships. Pornographic images must never be shown to pupils, and there is no need for teachers to look at pornography to plan their teaching.

## ***Child Sexual Exploitation (CSE)***

The definition of CSE was updated by the government in February 2017, 'Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (through others copying videos or images they have created and posting on social media, for example);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Governments update on child sexual exploitation is available at

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/591903/CSE\\_Guidance\\_Core\\_Document\\_13.02.2017.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf). CSE needs to be part of a planned PSHE / RSE taught curriculum. Pupils need to learn the correct terminology to describe the private parts of their body, that their body belongs to them, that they can say who has access to it and know how to seek help if they are abused. These are key elements in a school's approach to safeguarding. All pupils need to be taught about healthy, equal and safe relationships and consent both on and off line.

The Local Children's Safeguarding Board has produced a practice guide for professionals and training on CSE available at: <http://www.safeguardingchildren.co.uk/professionals/practice-guidance>.

## ***Sexual violence and sexual harassment between children***

The advice provided by the DfE ('Sexual violence and sexual harassment between children in schools and colleges' and Keeping Children Safe in Education 2021) focuses on child on child sexual violence and sexual

harassment at schools and colleges. The advice covers children of all ages, from the primary through secondary stage and into colleges.

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

Part 5 of the Keeping Children Safe in Education 2021 has a section on child on child sexual violence and sexual harassment (page 99) and that staff should be aware of the importance of:

- Sexual violence and sexual harassment can occur between two children of any age and sex
- All staff working with children are advised to maintain an attitude of ‘it could happen here’.
- peer on peer abuse which can take many forms, “This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment, physical abuse; sexting ...”;
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

A school needs to ensure their policies include peer on peer abuse, sexual violence and harassment and that these behaviours are challenged within a school and that the learning about these behaviours is part of the planned RSE curriculum for pupils including how to get help and support.

### ***Observing sexualised behaviour in primary and secondary pupils***

Schools have occasionally expressed concerns about pupils who may be 'innocently' displaying sexualised behaviour either through language, drawing and /or touching.

Brook has devised the ‘Traffic Light Tool’ to help professionals who work with children and young people to identify, assess and respond appropriately to sexual behaviours. The normative list aims to increase understanding of healthy sexual development and distinguish it from harmful behaviour for different aged children and young people. The traffic light tool and all supporting guidance can be found at [www.brook.org.uk/traffic-lights](http://www.brook.org.uk/traffic-lights)

The Local Children’s Safeguarding Board has produced a practice guide for professionals <http://www.safeguardingchildren.co.uk/professionals/practice-guidance>

### ***Female Genital Mutilation (FGM)***

FGM involves procedures that intentionally alter/injure the female genital organs for non-medical reasons. FGM is internationally recognised as a violation of human rights of girls and women. FGM is illegal in the UK. It’s also illegal to take a British national or permanent resident abroad for FGM or to help someone trying to do this. A school needs to decide if this will be part of the taught curriculum.

There are 4 types of procedure:

- Type 1 Clitoridectomy – partial/total removal of clitoris
- Type 2 Excision – partial/total removal of clitoris and labia minora
- Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia
- Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out? Belief that FGM:

- Brings status/respect to the girl – social acceptance for marriage
- Preserves a girl’s virginity

- Is part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Makes make childbirth easier

Circumstances and occurrences that may point to FGM happening:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

FGM could be part of a planned PSHE / RSE taught curriculum through pupils learning the correct terminology to describe the private parts of their body, that their body belongs to them, that they can say who has access to it and know how to seek help if they are abused. These are key elements in a school's approach to safeguarding.

The Local Children's Safeguarding Board has produced a practice guide for professionals and has training on FGM available at: <http://www.safeguardingchildren.co.uk/professionals/practice-guidance>

Free online training is available from the Home Office at <https://www.fgmelearning.co.uk/> which aims to give an overview of FGM, signs and symptoms and the law.

FGM - Reporting duty on teachers

Since 1985 it has been a serious criminal offence under the Prohibition of Female Circumcision Act to perform FGM or to assist a girl to perform FGM on herself. The Female Genital Mutilation Act 2003 tightened this law to criminalise FGM being carried out on UK citizens overseas. Anyone found guilty of the offence faces a maximum penalty of 14 years in prison.

The Serious Crime Act 2015 strengthened further the legislation on FGM and now includes:

- the right to anonymity for victims
- the offence of failing to protect a girl aged under 16 from the risk of FGM
- the provision of Female Genital Mutilation Protection Orders (FGMPO); and

- the duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18.

NB For school staff discovering FGM will occur from a disclosure and not a physical examination.

You can download a fact sheet from the Home Office about the new law on FGM here:

<https://www.gov.uk/government/publications/fact-sheet-on-mandatory-reporting-of-female-genital-mutilation>

### ***Forced Marriage (FM)***

A forced marriage is where one or both people do not consent to the marriage and pressure or abuse is used. It is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. The Anti-social Behaviour, Crime and Policing Act 2014 makes it a criminal offence to force someone to marry. This is a separate issue from arranged marriage. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. For further information go to <https://www.gov.uk/forced-marriage>. A school needs to decide if this will be part of the taught curriculum.

## Appendix 2

Supporting documents and list of sample resources for teaching and learning in RSE. (These resources are for illustrative purposes only and are not an exhaustive list.)

Additional information regarding the specific secondary school content requirements relating to Physical Health and Mental Wellbeing can be found in this document:

[file:///egs.loc/users/home\\_staff/hsimms/Desktop/Draft\\_guidance\\_Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education2.pdf](file:///egs.loc/users/home_staff/hsimms/Desktop/Draft_guidance_Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education2.pdf)

- PSHE association has a range of supporting information. Some resources are only available through membership this includes guidance on reviewing your schools RSE policy. <https://www.pshe-association.org.uk/>
- [www.yorsexualhealth.org.uk](http://www.yorsexualhealth.org.uk). Details of local sexual health services in North Yorkshire, including opening times and locations.
- Stonewall provides information and resources to support Lesbian, Gay and Bisexual issues. [www.stonewall.org.uk](http://www.stonewall.org.uk)

Aspect of the curriculum - suggested resources with web links:

### **Sexual Abuse**

This is abuse has been produced by the Home office <http://thisisabuse.direct.gov.uk>

*Healthy Relationships*

### **Child Sexual Exploitation & Sexting**

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk) has a range of resources and videos to support issues on sexting, safety online and CSE (KS3 and 4). The NSPCC has produced resources to support pupils to get help about sexting <http://www.childline.org.uk/explore/onlinesafety/pages/sexting.aspx>

### **Different Families and Lesbian, Gay and Bisexual**

Stonewall provide a range of supporting resources and information for primary and secondary schools [www.stonewall.org.uk](http://www.stonewall.org.uk)

### **E safety**

Think u know has a range of supporting resources for KS1-5. <http://www.thinkuknow.co.uk/> (It also has a section for parents/carers). E-safety resources for pupils (KS 1-5), teachers and professionals, parents and carers [www.childnet-int.org](http://www.childnet-int.org) including Jenny's Story for secondary age pupils

### **Pornography**

Planet Porn, from BISH, for secondary schools (there is a cost) <http://bisstraining.com/index.php/planet-porn/>

### **Consent**

The PSHE association has produced some guidance on consent. [www.pshe-association.org.uk/consent](http://www.pshe-association.org.uk/consent)  
<http://www.fpa.org.uk/>

### **Domestic abuse**

A website to help children and young people understand domestic abuse (KS2-5) [www.thehideout.org.uk](http://www.thehideout.org.uk)  
Independent domestic abuse service provides a range of information for staff and young people [www.idas.org.uk](http://www.idas.org.uk)

### **Female Genital Mutilation**

PSHE association has a page on its website focused on this issue. This contains a link to a lesson plan (KS3-5) <https://www.pshe-association.org.uk/content.aspx?CategoryID=1193>



### ***Forced Marriage***

Plan UK has a range of information and supporting lesson plans (KS3-5)

<http://www.plan-uk.org/resources/documents/teaching-resource-forced-marriage.pdf/>

### ***Supporting parents/carers***

The family planning association has a parents/carers section to support them in talking to their children about a range of growing up, Relationship and Sex and keeping safe issues [www.fpa.org.uk](http://www.fpa.org.uk). The PSHCE association has a number of parent factsheets including one to support RSE [www.pshe-association.org.uk](http://www.pshe-association.org.uk)

A website to support parents in preventing sexual abuse [www.parentsprotect.co.uk](http://www.parentsprotect.co.uk)

## Appendix 3

### *Criteria for choosing appropriate resources to support the teaching of RSE*

The North Yorkshire Curriculum Entitlement Framework for Personal, Social, Health Economic Education and Citizenship at key stage 1-2 and 3-4 has a range of suggested resources for teaching RSE by year group. There are a wealth of commercially produced resources to support teaching and learning in PSHE. Prior to purchasing and using resources it is important to consider the following:

#### **Good Practice Principles:**

- Is the resource in line with the school's ethos, values and policy statements for RSE?
- Is there guidance on identifying pupils' existing levels of knowledge and understanding and how to incorporate these into planning?
- Is the resource appropriate to the needs of the learner in terms of language, pictures and ability level?
- Does the resource present a balanced view and avoid stereotypical references with regard to gender, racism, disability and sexual orientation?
- Does the resource take account of religious and cultural needs?
- Does the resource display positive images of young people from all walks of life and backgrounds?
- Can the resource be adapted to meet the needs of the learner?
- Is the resource factually correct and up to date?
- Do the activities in the resource encourage active, participatory learning?
- Is there guidance on evaluating activities?
- Does the material include guidance on the knowledge and skills needed for effective delivery and help build teacher confidence?

#### **Teaching and Learning:**

- Does the material outline processes for establishing a positive and supportive learning environment e.g. developing ground rules?
- Is active learning promoted?
- Are discussion and reflection encouraged?
- Do the activities cover the development of knowledge, skills and attitudes?
- Is guidance given on assessing learning outcomes?

#### **Content:**

- Does the content covered meet with pupils' needs?
- Is the content factually accurate and balanced?
- Are learning outcomes clearly stated?
- Are learning outcomes sufficiently challenging?
- Do the activities encourage pupils to think about their attitudes and values and take into account a range of perspectives?
- Do the activities encourage pupils to reflect on their learning and apply it to situations in their own lives?

#### **Curriculum Issues:**

- Does it contribute to broad and balanced PSHE provision?
- Does the material say how it covers statutory and non-statutory learning outcomes?
- Does the resource support continuity and progression across the key stages and curriculum subjects?

## Appendix 4

*Sex Education in the National Curriculum for Science (Adapted from the sex education forum briefing April 2014)*

This sets out the sex education content within the programme of study (PoS) for science in the new National Curriculum (NC) at Key Stages 1, 2 and 3 and in the GCSE subject content for single and combined science. Key Stage 4 science programme of study is still draft and first teaching is not expected until September 2016.

### **What are schools required to teach?**

All maintained primary and secondary schools must teach the National Curriculum. Parents do not have a right to withdraw their child from this.

Extracts from the National Curriculum and GCSE subject content:

### **Key Stage 3**

NC Science – Biology (statutory from Sep 2014)

Structure and function of living organisms

Reproduction

- reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta
- Health
- the effects of recreational drugs (including substance misuse) on behaviour, health and life processes
- Genetics and evolution Inheritance, chromosomes, DNA and genes
- heredity as the process by which genetic information is transmitted from one generation to the next.
- GCSE subject content

### **Combined science GCSE – Biology (for teaching from 2016)**

Additional content that applies to GCSE biology - single science is identified within this table. Apart from these additions all other content listed below for combined science applies to single science also.

**Cell Biology:** Growth and development of cells

- explain the role of meiotic cell division in halving the chromosome number to form gametes.
- Health, disease and the development of medicines
- Health and disease
- describe the relationship between health and disease
- describe different types of diseases (including communicable and non-communicable diseases)
- describe the interactions between different types of disease
- Communicable diseases
- explain how communicable diseases (caused by viruses, bacteria, protists and fungi) are spread in animals and plants
- describe a minimum of one common human infection, one plant disease and sexually transmitted infections in humans, including HIV/AIDS
- describe the non-specific defence systems of the human body against pathogens
- explain the role of the immune system of the human body in defence against disease.

### **GCSE Biology - Single science**

**Antibodies**

- describe how monoclonal antibodies are produced
- describe some of the ways in which monoclonal antibodies can be used

### **Treating, curing and preventing disease**

- explain the use of vaccines and medicines in the prevention and treatment of disease
- describe the process of discovery and development of potential new medicines, including preclinical and clinical testing
- explain how the spread of communicable diseases may be reduced or prevented in animals and plants, to include a minimum of one common human infection, one plant disease and sexually transmitted infections in humans including HIV/AIDS.

### **Co-ordination and control**

#### Hormonal coordination and control in humans

- describe the principles of hormonal coordination and control by the human endocrine system
- explain the roles of thyroxine and adrenaline in the body as examples of negative feedback systems
- describe the roles of hormones in human reproduction, including the menstrual cycle
- explain the interactions of FSH, LH, oestrogen and progesterone in the control of the menstrual cycle
- explain the use of hormones in contraception and evaluate hormonal and non-hormonal methods of contraception
- explain the use of hormones in modern reproductive technologies to treat infertility

### **Inheritance, variation and evolution**

#### Reproduction

- explain some of the advantages and disadvantages of asexual and sexual reproduction in a range of organisms

#### The genome and gene expression

- describe DNA as a polymer made up of two strands forming a double helix
- describe the genome as the entire genetic material of an organism
- explain the following terms: gamete, chromosome, gene, allele/variant, dominant, recessive, homozygous, heterozygous, genotype and phenotype

#### Inheritance

- describe sex determination in humans

## Appendix 5

### *Partners in School Agreement Form*

#### Supporting the Personal, Social, Health, Citizenship and Economic Education (PSHCE)

The aim of this document is to ensure that both the school and the external partners are mutually aware of the other's expectations and to ensure that a high quality teaching and learning session is the guaranteed outcome. To ensure the pupils benefit fully from the contribution of the partner agency the following form needs to be completed and the planning checklist needs to be considered prior to the session running in the school.

School:

Lead contact person:

Second contact person:

Tel:

Email:

Agency:

Lead contact person:

Name of person(s) delivering the session:

Tel:

Email:

What is the aim of the session?

What type of session is being delivered? (lesson, assembly, drop down day etc.)

What are the intended learning outcomes for the pupils?

Is the partner agency delivering the whole session or contributing to part of session?

What activities and methods will be used during the session?

(If possible please send a copy of any session plan and supporting resources to the lead contact person at the school before the session runs to ensure appropriateness of resources for the age group)

Date/Time

Year / Class

Number of pupils

Any special needs or sensitive issues to be aware of?

Any equipment that needs to be provided by the school?

*Planning checklist*

Aspects to be considered

Any agreed actions

Is it clear how the partner's contribution fits with the planned PSHCE scheme of work?

Is there a good understanding of the values of the partner agency and the reasons for working with school?

Is there a Single Central Record (SCR) of recruitment and vetting checks in place for staff and others identified as having regular contact with pupils, including volunteers?

Are measures in place to ensure the school knows the identity and purpose of all visitors to the school, so that no unknown adults can gain unchallenged access to pupils or to any part of the school site?

Is a risk assessment required?

Have the relevant school policies been discussed and if required access been given e.g. behaviour, child protection, health and safety, substances and sex and relationships?

There is a clear understanding about ensuring a safe and secure learning environment is established, managing sensitive and controversial issues and the levels of confidentiality that can be offered?

Have the relevant professional boundaries been discussed? The school ensures that a teacher will be present throughout the session. They will take responsibility for behaviour management and be supportive and involved in the partner agencies session.

Is it clear how the pupils learning will be assessed at the end of the session by the partner agency to ensure further work by the school supports the learning i.e. it is clear what the pupils have achieved/learned/can do.

Appropriate monitoring and evaluation of the session has been discussed and agreed?

Effective teaching and learning in Personal Social Health Economic education by partner agencies

Effective teaching and learning in PSHCE occurs when:

- Sessions take into account student starting points and are based on needs analysis
- There are clear learning objectives and outcomes that are shared with students
- There is regular assessment of student progress against the learning outcomes by questioning students during the lesson and observation of activities
- Teaching and learning strategies are engaging and allow opportunities for students to apply their knowledge, skills and understanding and develop as independent learners
- Presenters have a good depth of subject knowledge and feel confident in delivering a session on the subject
- Presenters manage discussions on sensitive and controversial issues with skill
- Lessons are based on real life scenarios that reflect the everyday issues that students face, using data and contextual information that isn't readily available to the school
- Negotiated ground-rules establish a safe climate for learning and set out expected behaviours for learning
- A variety of questioning techniques are used, including students asking and finding out the answers to their own questions
- A wide range of imaginative resources are used that stimulate, enthuse and engage students' interests.
- Students demonstrate the ability to listen to others and participate in discussions, leading to them being able to make informed decisions and choices

Prior to the session, partners may wish to negotiate with the school:

- Where the in-put from the partner agencies fits into the scheme of work and how the session will be followed up by the school
- How/when students are made aware of the session and its links with their programme of study
- How/when a teacher may intervene in a session
- Whether the partner will be the sole deliverer of the session or whether it will be a 'team-teach' approach with the partner acting as the expert witness