GUISELEY SCHOOL

Guiseley School RSE Policy

Approved on	2 March 2021
Reviewed on	21st April 2026
Next review	Summer term 2027
Governors' committee	Curriculum, Standards and Effectiveness
Responsible officer	Assistant Headteacher

1. BACKGROUND

High quality Relationships and Sex Education helps create a safe school community in which our students can grow, learn, and develop positive, healthy behaviour for life. It is essential for the following reasons:

- Students and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Student 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 students 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.
- RSE plays a vital part in meeting the schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables students to learn about safety and risks in relationships.
- The DfE advice on Sexual violence and sexual harassment between children in schools and colleges is clear that schools must plan a preventative curriculum to minimise the risk of these incidents occurring and to teach students about how to challenge and report incidents when they occur.
- Schools should ensure that all pupils understand the importance of equality and respect, complying with the relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst the protected characteristics.
- Schools maintain a statutory obligation under the Student Act (2004) to promote their students' wellbeing and under the Education Act (1996) to prepare student and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive RSE programme can have a positive impact on students' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.
- The Department of Health set out its ambition for all student and young people to receive high quality relationships and sex education in the Sexual Health Improvement Framework (2013), while the Department for Education's paper, The Importance of Teaching (2010) highlighted that 'Student need high quality relationships and sex education so they can make wise and informed choices'.

The mandatory guidance issued by DfE 2019 broadened its remit to include non-sexual relationships as well as mental and physical health.

This policy will be reviewed in the summer term of 2026 to reflect the DfE's updated statutory relationships, sex and health education (RSHE) guidance, which will come into force in September 2026, including consultation with parent/carers.

National Curriculum

RSE plays an important part in fulfilling the statutory duties the school has to meet. As section 2.1 of the National Curriculum framework (DfE, 2013) states:

'Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society
- prepares students at the school for the opportunities, responsibilities and experiences of later life

These duties are set out in the 2002 Education Act and the 2010 Academies Act. Whole school (Section 5) Ofsted inspections consider the extent to which a school provides such a curriculum.

The government has made it clear that all state schools 'should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. (National Curriculum in England, DfE, 2013) and that 'SRE is an important part of PSHE education' (Guidance – PSHE education, DfE, 2013).

Health & Wellbeing Service, Leeds 2016

This review has been carried out by the Curriculum Leader for PSHE, in consultation with the Headteacher and Leadership team, SENDCo, teaching staff, teacher governor and the Student Executive Committee.

Reference has been made to

- DfE Relationships Education, Relationships and Sex Education and Health Education 2019.
- Ofsted Report "Not Yet Good Enough: PSHE education in Schools." May 2013 (Reference Ofsted 130065) highlighted Ofsted concerns as to the emphasis on biological aspects in RSE teaching in secondary schools. This has been carefully considered during the review of the programme of study for RSE at Guiseley School.
- Ofsted's 'Review of Sexual Abuse in Schools and Colleges'. June 2021
- Amendments to KCSIE. September 2021
- DfE's publication 'Sexual violence and sexual harassment between children in schools and colleges'. September 2021
- Other sources such as the 'My Health My School' survey, Bullying record and parental concerns have also been considered.

The purpose of RSE at Secondary school

Paragraphs 69 – 81 of the 2019 guidance outlines the aims of RSE education by the end of KS4

The guidance states:

"The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed."

DfE guidance 2019

At Guiseley we aim to develop students' understanding of RSE and Health through the following strands:

Attitudes and values:
- learn the importance of values and individual conscience and moral considerations
- learn the value of family life, marriage, and stable and loving relationships
- learn the value of respect, love and care
- explore, consider and understand moral dilemmas
- develop critical thinking as part of decision-making

Personal and social skills:
- learn to manage emotions and relationships confidently and sensitively
- develop self-respect and empathy for others
- learn to make choices based on an understanding of difference and with an absence of prejudice
- develop an appreciation of the consequences of choices made
- manage conflict
- learn how to recognise and avoid exploitation and abuse

Knowledge and understanding:
- learn and understand physical development at appropriate stages
- understand human sexuality, reproduction, sexual health, emotions and relationships
- learn about contraception and the range of local and national sexual health advice, contraception and support services
- learn the reasons for delaying sexual activity, and the benefits to be gained from such delay, including the avoidance of unplanned pregnancy

In addition to this, we also aim to:
- raise students' self-esteem and confidence
- develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media
- teach students to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them

- support students to lead a healthy and safe lifestyle, teaching them to care for, and respect, their bodies
- provide students with the right tools to enable them to seek information or support, should they need it
- teach students about consent and their right to say no, in an age appropriate manner
- to teach lessons that are sensitive to a range of views, values and beliefs
- ensure that staff teaching RSE remain neutral in their delivery whilst ensuring that students always have access to the learning they need to stay safe healthy and understand their rights as individuals

The aim of RSE is NOT to:

- encourage students to become sexually active at a young age
- promote a particular sexual orientation
- sexualise students

Guiseley School's RSE programme will:

- be an entitlement for all students, including those with additional learning and language needs
- be set within the wider school context and support family commitment and love, respect and affection, knowledge and openness
- recognise that family is a broad concept; not just one model, e.g. nuclear family
- encourage students and teachers to share and respect each others' views with cultural awareness and sensitivity
- ensure students are aware of different approaches to sexual orientation, without promotion of any particular family structure
- recognise that parents/carers are the key people in teaching their students about relationships, sex and growing up
- work in partnership with parents/carers and students, consulting them about the content of programmes
- work in partnership with other health professionals and the wider community

Guiseley School's RSE programme will contribute to:

- the safeguarding of students (Student Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school
- a better understanding of diversity and inclusion, a reduction in gender-based and homophobic/bi-phobic/transphobic (HBT) prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships
- helping students 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
- reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying

LGBT

All people, including staff and students, have a right to privacy. This includes the right to keep private one's trans status or gender-nonconforming presentation at school.

Information about a student's transgender status, legal name, or gender assigned at birth also may constitute confidential medical information.

School staff should not disclose information that may reveal a student's transgender status or gender- nonconforming presentation to others, including parents, carers and other members of the school community, unless legally required to do so or because the child or young person has asked them to do so.

Staff should not discuss trans students outside of school with friends and so on, even when making no particular reference to their name or personal details. The trans community is such a small one that even a casual reference to a 'certain student' may be enough to out that individual or, at the very least, compromise confidentiality.

2. HOW SEX AND RELATIONSHIP EDUCATION IS PROVIDED

RSE is co-ordinated by the Curriculum Leader for PSHE and the Assistant Headteacher with responsibility for Personal Development and the Curriculum Leader for PSHE and is taught with the PSHE programme for Key Stages 3, 4 and 5. Biological aspects of RSE are taught within the Science curriculum. Some moral issues and aspects relating to marriage are taught within RE. RSE within PSHE is taught by all teaching staff who are provided with internal face to face training and training through supporting resources provided by the PSHE Association. Delivery will be in mixed gender groups, with some provision for single sex teaching if appropriate.

Consultation on the content of these sessions will take place between the Curriculum Leader for PSHE, teaching staff, Pastoral leaders, Senior Leadership and student leadership. However, the vast majority of the content of RSE lessons is taken directly from resources provided by the PSHE Association.

Those students who would benefit from a differentiated and bespoke programme of study will be identified through discussion with the Curriculum Lead for PSHE, SENDCo, School Social worker Student support staff, Pastoral leaders, and parents. Delivery will be given by trained Student Support Staff in the SSC if appropriate.

All RSE teaching is expected to reflect the values and attitudes laid out by this document. All RSE deliverers will be expected to have read and adhere to all aspects of the programme of study and its content, irrespective of personal opinion or belief.

The Programme of Study

RSE is delivered as part of a spiral curriculum and so topics will be revisited several times.

Yr Group	Aspects of RSE delivered in PHSE Lessons	Other relevant lessons
7	• Transition to secondary school • personal safety in and outside school • Healthy routines and lifestyle choices • Risks of unhealthy activities (caffeine, alcohol, smoking and vaping) • Influences on health • puberty • unwanted contact • FGM • Self-worth • romance and friendships (including online) • relationship boundaries • healthy and unhealthy relationships • sharing youth explicit content • Diversity, prejudice, and bullying	Correct terminology for parts of the male and female genitalia. human reproduction including IVF, puberty and menstruation are delivered during Science lessons (Reproduction Topic) Healthy eating / Poor diet delivered during Science lessons Lessons in IT cover online safety Assemblies on: Tolerance Road safety Water safety Pride month Mental Health week Safer Internet Day

8	• Alcohol and drug misuse and pressures relating to drug use • Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia • Mental health and emotional wellbeing, including body image and coping strategies • Gender identity, sexual orientation • Consent, 'sexting' and 'upskirting' • an introduction to contraception • Online safety	Science lessons cover: Tolerance Smoking, alcohol, exercise Legal vs illegal drugs and health risks Impact of alcohol Addiction Physical and mental health Assemblies on: Tolerance Road safety Water safety Pride month Mental Health week Safer Internet Day
9	• Healthy and unhealthy friendships • Assertiveness • Substance misuse • Gang exploitation • Families and parenting • Forced marriage • Healthy relationships • Conflict resolution • Relationship changes • Diet, exercise, lifestyle balance and healthy choices • Self examination • Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	First Aid taught in PE Lessons in IT cover cyberbullying Assemblies on: Tolerance Road safety Water safety Pride month

		Mental Health week Safer Internet Day
10	• Mental health and ill health • Healthy and unhealthy coping strategies • Stigma • Safeguarding health, including during periods of transition or change • Body image • Relationships and sex expectations • Myths, pleasure and challenges, including the impact of the media and pornography • Risks of forming online relationships • Sharing nudes • Coercive control • The influence and impact of drugs, gangs, role models and the media • Communities, belonging and challenging extremism	Science lessons cover: Contraception / IVF / Menstrual Cycle Assemblies on: Tolerance Road safety Water safety Pride month Mental Health week Safer Internet Day
11	• Gender identity, expression and sexual orientation • Self-efficacy, stress management • Personal values • Assertive communication (including in relation to contraception and sexual health) • Relationship challenges and abuse • Responsible health choices • Safety in independent contexts • Harassment and stalking • Different families and parental responsibilities • Contraception • Pregnancy, birth and miscarriage • Unplanned pregnancy options • Fertility • Marriage and forced marriage • Changing relationships • Health screening • Blood, organ and stem cell donation • Vaccinations and immunisations	Assemblies on: Tolerance Road safety Water safety Pride month Mental Health week Safer Internet Day
	• strategies to promote mental health and emotional wellbeing	Assemblies on:

12 & 13	• work-life balance • stress management strategies • the signs of emotional or mental ill-health • effects on body image and self-esteem • cultural diversity and inclusion • rights, roles and responsibilities in a diverse society • the ways different faith or cultural views can influence relationships • Consent: giving, not giving and withdrawing consent • Seeking consent and capacity to consent • Signs of abuse, exploitation and rape • Sexual assault • Manipulation and coercion • Harassment and stalking • Forced marriage • Personal safety • Substance use • Gangs, organised crime and carrying a weapon • First aid • Managing change and transition • Personal health and wellbeing • Registering with health services • Making independent health choices • Health screening • The role of pleasure in intimate relationships • managing relationship challenges • contraception and STIs • accessing sexual health services • conception, fertility and unintended pregnancy	Tolerance Road safety Water safety Pride month Mental Health week Safer Internet Day

The content of the programme of study follows the guidelines laid out in DfE document "Relationships and Sex education Guidance " DfE 2019 and the Secondary Programme Builder from the PSHE Association

The timing and content is also in response to consultation between the Curriculum Leader for PSHE and the Leadership team, pastoral staff, teaching staff, external providers, the Student Council.

3. HOW RELATIONSHIPS AND SEX EDUCATION IS MONITORED AND EVALUATED

This will be delivered in line with the School's curriculum and assessment policies.

3.1 Monitoring

It is the responsibility of the Curriculum Leader for PSHE to ensure that the work described is taught at the stated times. This will be through work, staff and student voice, scrutiny and learning walks.

3.2 Evaluation

Students will be asked to complete written assessments to evaluate their understanding of the RSE topics

4. GUIDELINES FOR TEACHERS ON SENSITIVE ISSUES, CONFIDENTIALITY AND ADVICE TO STUDENTS

4.1 Sensitive Issues

These may include:

Puberty

Menstruation

Sexual intercourse

Contraception

Abortion

Safer sex

HIV, AIDs and Sexually transmitted infections (STIs)

Grooming and Sexual Exploitation

Abusive relationships including peer on peer abuse

The classroom teacher is directly responsible to the Head teacher in all areas of the curriculum. This includes areas that deal with sensitive issues. The teacher therefore should show the usual level of organisation for these areas in terms of clarity of objectives, tasks and availability of resource materials.

Teachers should understand the difference between stating facts and stating opinions. If work in sensitive areas of the curriculum causes teachers any concerns, they should discuss them with the Head teacher.

Ground rules

A set of ground rules will help teachers create a safe environment in which they do not feel embarrassed or anxious about unintended or unexpected questions or comments from students. Ground rules are clearly stated at the beginning of each PSHE lesson. For example: No teacher or student will have to answer a personal question; No one will be forced to take part in a discussion; Only the correct names for the parts of the body will be used; and meanings of words will be explained in a sensible and factual way

Dealing with questions

Teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting. Many teachers are concerned about responding to unexpected questions or comments from students in a whole class situation. Having a set of ground rules should reduce the chances of this happening but the following guidelines should be used: If a question is too personal, the teacher should refer back to the ground rules. If the student needs further support, the teacher should put any questions of queries on the school PSHE helpdesk and they will receive support and guidance from the Curriculum Leader for PSHE.

During RSE lessons, students will be provided with paper upon which they can write any anonymous questions which can be responded to by the teacher in the next lesson.

If a teacher doesn't know the answer to a question, it is important to acknowledge this, and to suggest that the answer is researched later. If a question is too explicit, seems inappropriate for the age of the student, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. In this way, the student will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information. To maintain trust and respect, the teacher must remember to talk with the student later; and if a teacher is concerned that a student is at risk of sexual abuse, they should follow the school's safeguarding policy referring the matter as a cause for concern to the Designated Safeguarding Lead using CPOMS.

Confidentiality

If a student makes a personal disclosure to a member of staff, that member of staff cannot offer or guarantee unconditional confidentiality. The procedure set out in the school's safeguarding policy for when a child reveals abuse should be used in these circumstances.

The information that has been disclosed should be reported to a member of the safeguarding team. DfE document "Relationships and Sex Education" issued 2019, contains relevant guidance on safeguarding and confidentiality. Sections 116-122

Assessment

Teaching staff will have the same high expectations of students as they would in any other curriculum area. They will follow school policy regarding bookwork and presentation. Lessons will be planned to ensure students of differing abilities including the most able are suitably challenged.

Teaching staff will ensure all assessments are completed by students and marks recorded.

Advice to Students

Teachers will give students full information about different types of contraception, including emergency contraception and their effectiveness. Students may wish to raise further issues with staff arising from discussion in the classroom. Teachers will also give students additional information and guidance on where they can access further support. This will be shared at the end of each lesson and can be found in the back of their PSHE books.

The student welfare offices are staffed between 8am and 4pm during term time. Members of staff are available to help support students with concerns in the first instance.

Referrals to the Safeguarding and/or Wellbeing team are made through CPOMS

All student support staff work together with tutors and pastoral leaders, but they will not share personal information about students without their permission **unless there are safeguarding concerns.**

5. WORKING WITH PARENTS

Parents are the key people in:

Teaching their children about relationships and sex; maintaining the culture and ethos of their family; helping their children to cope with the emotional and physical aspects of growing up; and preparing them for the challenges and responsibilities that sexual maturity brings.

It is hoped that the school's relationships and sex education programme will complement and support the role of parents. As such, the Curriculum Leader for PSHE will write to all parents each term, outlining what content will be covered in RSE lessons, providing them with links to appropriate resources to discuss the topics further with their children at home. This also gives parents the opportunity to contact school to ask questions about the school's approach and help increase confidence in the curriculum. Parents are able to make an appointment to come into school to review any of the RSE resources that are being used in lessons.

The RSE policy will be available via the school website and parents will be advised when RSE lessons are to be delivered as part of the PSHE programme. In addition, the PSHE curriculum plan is available on the school website.

Parents have the right to withdraw their children from all or part of the sex education provided by school. The exception to this is for those parts delivered in Science lessons as these parts are included in the statutory National Curriculum. It is important to understand that students also have a right to Relationships and Sex Education so parents have the right to request their child be withdrawn, up until three terms before the child's 16th birthday, from some or all of sex education delivered as part of statutory RSE. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.

Anyone wishing to withdraw their child would need to make an appointment with the Curriculum Leader for PSHE and a member of the Leadership 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. Guiseley School will document this process to ensure a record is kept.

6. REVIEW OF THIS POLICY

This policy will be reviewed by the Governors committee for Curriculum and Standards as part of their cycle of policy reviews.

This policy is next due for review in July 2026

Related Polices

- Anti Bullying
- Assessment
- Behaviour
- Child Protection
- Confidentiality
- Curriculum
- Equal Opportunities
- PSHE