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<b>Signed By:</b>
<b>Approval Committee: Governing Body</b>



**GILLINGHAM SCHOOL**

**Hardings Lane, Gillingham**

**Dorset SP8 4QP**

**RELATIONSHIPS AND SEX  
EDUCATION AND HEALTH  
EDUCATION**

## **Contents**

- 1: Aims of SRE
- 2: How Gillingham School provides SRE
- 3: Monitoring and Evaluation
- 4: Parental rights
- 5: Confidentiality

### **1: Aims of SRE**

As a school we are committed to actively challenging any and all behaviours associated with harassment of any kind, to ensure that all students and staff are safe. The teaching of SRE is key in this. In response to the 'Everyone's Invited' List and Ofsted overview of sexual harassment in schools we regularly review the delivery of SRE to ensure that the content is appropriate. This involves adopting a multi-stranded approach to ensure that students understand how to stay safe and are confident in the process of reporting any issues.

The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE and delivered in a cross-curricular approach, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. It aims to help students develop the skills and understanding they need to live confident, healthy and independent lives. It plays an important role, alongside other aspects of the curriculum and school life, in helping students deal with difficult moral and social questions.

#### **According to the Department for Education, SRE teaching must ensure that:**

*'Young people gain the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. 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. It should teach young people to understand human sexuality and to respect themselves and others. Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. Pupils should also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult. They should understand the benefits of healthy relationships to their mental wellbeing and self-respect.'*

*Pupils should be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. There should be an equal opportunity to explore the features of stable and healthy same sex relationships’.*

**SRE at Gillingham School prepares young people for an adult life in which they can:**

Develop positive values and a moral framework that will guide their decisions, judgements and behaviour

Confidently understand their gender identity and the choices of others

Understand human sexuality in all its forms

Understand the arguments for delaying sexual activity

Be aware of the consequences of unprotected sex

Understand the consequences of their actions and behave responsibly within social and sexual relationships

Have the confidence and self-esteem to value themselves and others

Have respect for individual conscience and the skills to judge when relationships are appropriate or inappropriate

Have sufficient information and skills to protect themselves and their future partner from unintended/unwanted conceptions, and sexually transmitted infections including HIV;

Avoid being exploited or exploiting others

Access confidential sexual health advice, support and if necessary, treatment

At Gillingham School we value every child and appreciate the importance of SRE in developing a student's ability to make responsible and well-informed decisions about their lives. SRE should therefore provide the basis for lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of effective communication, stable and loving relationships, diversity, equality and personal safety and boundaries. It is also about the teaching of sexual reproduction, sexuality, and sexual health.

The objective of SRE is to help support young people through their physical, emotional and moral development. A successful programme will help young people learn to respect themselves and others as well as being confident with their own identity and the identity choices of others. It aims to help students develop the skills and understanding they need to live confident, healthy and independent lives. It plays an important role, alongside other aspects of the curriculum and school life, in helping students deal with difficult moral and social questions.

Students will learn the significance of self-respect and developing healthy relationships as key building blocks of community and society. LGBTQ+ relationships are explored within the SRE curriculum alongside developing understanding of a wide range of family circumstances.

The knowledge and understanding of sexual relationships allows students to make informed choices. Sexual law is taught including the legal age of consent, what constitutes consent as well as outlining what the law considers to be sexual assault. These elements are explained with reference to self-respect and the emotional impact of choices and actions.

SRE contributes to promoting the spiritual, moral, cultural, mental and physical development of students at the school and the wider community, and prepares students for the opportunities, responsibilities and experiences of adult life. It also enables them to deal with issues of peer pressure and is linked with education about other risk-taking behaviour such as drug use, smoking and alcohol abuse.

SRE will enable students to understand and identify unacceptable behaviours such as different forms of abuse, sexual exploitation, exploitation via the internet, grooming, forced or arranged marriage or female genital mutilation, and to know how to seek advice and safety. Directed e-Safety talks are delivered in Assembly and reinforced during directed Tutor time as well as by Year Teams.

Gillingham School does not tolerate any bullying or discrimination against protected characteristics as outlined by the Equality Act 2010. Refer to school Behaviour Policy, Inclusion Policy and, for the information of students, to the Gillingham School values.

## **2: How Gillingham School provides SRE**

A 'joined up' approach is taken to the teaching of SRE which is led by the PSRE department but supported throughout the curriculum and pastoral team. The pastoral hub plays a key role within this. SRE is also reinforced by the school values, in particular the strong emphasis on 'we have the right to feel safe and happy'. The curriculum on SRE will complement and be supported by the School's wider policies on behaviour, inclusion, respect for equality and diversity, anti-bullying and safeguarding.

The SRE programme will be developed in conjunction with the views of teachers, students and parents by the SLT link for PSRE, Head of PSRE and the Pastoral Leaders, in accordance with Department for Education recommendations. The majority of the programme will be delivered through the PSRE curriculum, with statutory aspects taught via the science curriculum.

A carefully structured programme is in place, where the SRE topics taught in PSRE tutor are also reflected by work undertaken through the tutor programme and

reinforced by assemblies, ensuring pupils are receiving input on this area as widely as possible. The PSRE department work closely with the pastoral team to respond to issues arising within the school relating to SRE and are quick to adapt their curriculum should particular topics need further exploration or reinforcing – for example in response to incidents of sending ‘nudes’ or targeted work on the use of sexist language. There is a strong focus on open discussion of these topics, as recommended by the Department for Education’s statutory guidance, tackling topics young people may find difficult to otherwise discuss with adults.

### **Roles and Responsibilities:**

The Head Teacher will ensure that:

- All staff are informed of the policy and the responsibilities included within the policy;
- The subjects are staffed and timetabled in a way to ensure that the School fulfils their legal, obligations;
- The teaching of RSE is monitored to ensure that it is delivered in ways that are accessible to all students with SEND;
  - The School works with parents/carers when planning and delivering SRE;
- Clear information is provided to parents/carers on the subject content and regarding the right to request that their child is withdrawn.

The SLT link for PSRE will ensure that:

- All staff involved with the delivery of SRE are provided with materials suitable for their Key Stage;
- All staff are aware of the issues of confidentiality and responsibilities for reporting any disclosure
  - Materials used are in line with the current Department for Education requirements;
  - Students, staff and parents/carers are given opportunities to contribute to the SRE curriculum;
  - There is adequate consultation with parents and carers about the content and delivery of the SRE curriculum;
- The quality of delivery of the SRE materials is monitored regularly.

### **All Staff teaching PSRE will ensure that:**

- Ground rules are negotiated with the group before embarking on lessons of a sensitive nature so that both the staff and students can work together in a supportive atmosphere in which all members can speak with confidence and without fear of embarrassment, anxiety or breach of confidentiality;
- All students are offered the opportunity to explore ideas, situations and feelings in an atmosphere of confidence and support;
  - At all times, teaching will take place in the context of an explicit moral framework;

- They do not use their personal views or beliefs to influence the beliefs of the students when delivering the programme;
- The teaching of SRE is delivered in ways that are accessible to all students with SEND;
- The emphasis of teaching SRE will always be the importance and understanding of personal relationships and the right of the individual to make informed choices;
- Issues of stereotyping, sexual equality, harassment, rights and legislation underpin the teaching of SRE;
- Where appropriate, staff direct students to seek advice and support from an appropriate agency or individual. It is inappropriate for staff to give students personal advice on matters such as contraception;
- Where a student has embarked on a course of action likely to place them at risk, the member of staff will ensure that the student is aware of the implications of their behaviour. The member of staff should refer any potential concerns to a member of the Designated Safeguarding team;

### **Parents/Carers**

The School acknowledges the key role that parents/carers play in the development of their children's understanding about relationships. Parents are the first educators of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. All Parents/Carers will be:

- Given every opportunity to understand the purpose and content of SRE at Gillingham School;
- Encouraged to participate in the development of SRE;
- Able to discuss any concerns directly with the School.

### **Training of Staff**

All relevant staff members at the School will undergo training on a regular basis to ensure they are up-to-date with the Sex and Relationship programme. All staff delivering the programme from KS3-5 received training from Dorset Sexual Health Team Oct 2023.

The training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

Trained staff will be able to give students advice on where and how to obtain confidential advice, counselling and treatment, as well as advice on emergency contraception and their effectiveness.

### **Equal Opportunities and SEND**

The School is dedicated to delivering the SRE programme with sensitivity and understands and abides by The Equality Act 2010, fully respecting the rights of

students and staff members, regardless of any protected characteristics that they may have.

The School is dedicated to delivering the SRE programme with sensitivity and respect, avoiding any derogatory or prejudicial terms which may cause offence.

SRE and Health Education will be accessible for all students. High quality teaching is adapted and personalised which is the starting point to ensure accessibility for all students.

The School will also be mindful of the 'preparing for adulthood' outcomes as set out in the SEND code of practice, when preparing these subjects for students with SEND.

The School is aware that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND.

SRE can also be a priority for some students, for example some with social, emotional and mental health needs or learning disabilities.

Tailored content and teaching may be required to meet the specific needs of children at different development stages – for example students within the graduation groups.

#### **Delivery of the curriculum is as follows:**

- Targeted SRE lessons (within the PSRE curriculum) – age-appropriate content to KS3 and KS4. The graduation group will have targeted SRE lessons which will be adapted based to suit the needs of the group.
- Science lessons – age appropriate content to KS3 and KS4
- Year group assemblies/presentations/tutor programme – age-appropriate content to KS3, KS4 and KS5
- Through subject-based aspects of SRE
- Outside agencies\* (see p.9)

#### **PSRE curriculum including targeted SRE lessons\***

##### **KS3:**

Emotional Literacy

**Friendships and Bullying\***

Gambling and Gaming

**Puberty and Hygiene\***

Drugs

**Relationships, intimacy and self-respect including consent\***

Equality and Diversity

Digital Resilience

**E-safety (including sending nudes)\***

**Consent, contraception and conception\***

Moral thinking

**LGBTQ+\***

**Female genital mutilation -Yr 7\***

**KS4:**

Emotional Literacy

Drugs and other addictions

**Parenting\***

**Pregnancy\***

**Sexuality and Gender\***

Respect and Tolerance

**Relationships, contraception and STIs and consent\***

**Pornography\***

**KS5:**

**Sexual Harassment and Rape Culture\***

Moneysense Green Consumerism

**Pregnancy Outcomes\***

Alcohol: understanding units and guidelines

Mental Health and Wellbeing

Inclusion and Diversity

How can we be good citizens?

**Online safety**

Students have the opportunity to speak to a member of staff following any Sex and Relationship lesson should they need to and are given the opportunity of asking questions anonymously. Students are also informed of services available to them locally.

**Science lessons**

**KS3:**

Male and female reproductive organs: structure & function

Puberty

Menstrual cycle

Sexual intercourse & fertilisation

Gestation & birth

**KS4:**

Bacterial diseases - gonorrhoea



Viral diseases – HIV/AIDS

Sexual reproduction – only from a genetic point of view/Meiosis

## **Year Group Assemblies/presentations/tutor programme**

### **KS3/4:**

Tutor programme focusing on sexual consent, anti-homophobia, online safety and mental health runs through the year with the themes revisited each term – reinforced by assemblies and follow up with in tutor bases.

### **KS5:**

Nurse talks – Sexual health/Contraception

Safe Date – Speaker on Domestic Abuse Training Education

Video – Rape on trial in tutor groups

Victim Support – Speaker from the charity who are linked to the police

LGBTQ+ – Sexual Health Adviser/Educational Specialist speaker –

Drugs & Alcohol talk – Speaker from edasuk.org (Education, drugs, alcohol & substance misuse)

Samaritans - Speaker from the charity

Cannabis talk - Speaker whose son who died from cannabis

## **Subject based aspects of SRE**

*Subject teachers follow opportunities for relevant SRE teaching within specific topics – see SMSC policy for further details*

## **Pastoral Hub**

There are five members of staff also trained in the C-card scheme for distribution on school site – all have received and completed training in 2023. The scheme provides free condoms and support for specialist services working with young people between the ages of 13-19 with the aim of reducing the transmission of Sexually Transmitted Infections and the number of unintended teenage pregnancies. Staff trained are Rachael Wright, Josie Brocksom, Zowie Crocker, Danni Gordge and Becky Smith.

Chat sexual health flyers are regularly distributed to pupils and on boards around school.

The pastoral hub staff are all e-champions and are trained to provide small group and 1:1 e-safety guidance. They will also liaise and action support from our colleagues in the Safer Schools team where appropriate.

## **Outside agencies\***

Gillingham School feel it is essential to educate students about SRE beyond the curriculum. We host a wide range of outside speakers and work with local and national agencies to support understanding of wider issues which include, amongst others:

Safer Schools- e-Safety including sending or requesting nudes or other explicit materials. They also help the school in educating our students who have been accused of sexual harassment or sexually inappropriate behaviours. We also refer cases to or request advice from the following services:

STARS – Sexual trauma and recovery services for Dorset pupils

The Bridge - Sexual Trauma support service for Wiltshire Students

SARSAS – Somerset and Avon Rape and Sexual Abuse Support for Somerset Students

LGBTQ+ Allies training for staff and 6th form LGBTQ+ ambassadors; student led LGBTQ+ group

Dorset Sexual Health Nurse for 1:1 high risk cases.

Dorset Sexual Health Team work in partnership with the school to provide specific and up-to-date knowledge about sexual health and well-being and contraception but this is also offered by staff within SRE and PSRE sessions. They may form a link between the school and other relevant professionals and services such as local GPs, family planning clinics, Genito-Urinary Medicine (GUM) clinics, and do inform students about the health services that are available in the area if a student requests an appointment. They can advise students about the availability of confidential support through services such as drop-in sessions, such as those available at the Blandford Forum Sexual Health Clinic.

### **3: Monitoring and evaluation**

The effectiveness of the programme will be monitored through the whole school Quality Assurance system. SRE teaching will be a focus within the PSRE departmental quality assurance and also as part of the Pastoral QA which includes a safeguarding focus.

Surveys of student knowledge and understanding of sex and relationship education issues as well as focus groups and feedback from the staff who deliver sessions take place on a regular basis. The PSRE undertook a wide ranging survey which included an Inquiry Question to identify the impact of teaching about sexual harassment and disclosure have on Year 10 SEND students understanding of how to stay safe, which demonstrated an increase in confidence in this important area. This took place in

October 2021. 1034 students took part. The outcome of this survey was positive, indicating that students feel their SRE lessons are making a difference. These findings have been used to inform teaching in the SRE curriculum and address any other issues arising and whole school student surveys on the impact of these lessons will take place on a biennial basis. This survey will be repeated in 2023-2024.

#### **4: Withdrawal of students from sex and relationship education**

The Relationships Education, Sex and Relationships 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 Sex and Education Relationships (SRE) compulsory for all pupils receiving secondary education.<sup>4</sup> They also make Health Education compulsory in all schools except independent schools.

Parents have the right to request that their child be withdrawn from some or all of the sex education element delivered as part of statutory SRE. This right does not extend to the relationships work. Before granting any such request the head teacher will 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. 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 make arrangements to 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 the head teacher may want to take a pupil's specific needs arising from their SEND into account 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.

#### **5: Confidentiality**

Issues of confidentiality are dealt with in the Confidentiality Policy but must be considered alongside the Safeguarding Policy. Child protection procedures must be followed and any concerns reported immediately by speaking to the DSL or one of the deputies.