GIGGLESWICK
SCHOOL

Relationships and Sex Education Policy.(RSE)

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1 INTRODUCTION

This policy covers Giggleswick School's ("the School") approach to Relationship, Sex and Health Education ("RSE"), not only in lessons but through the attitude of our staff and pupils alike, our ethos and approach and commitment to equality both within and outside of the classroom. It is important that we approach this subject with a clear and unified voice, and it is equally important that the School provide unambiguous guidance for the benefit of its staff, parents and carers, and ultimately, its children. This guidance reflects our School Values of Courage, Compassion, Commitment, Curiosity and Integrity.

The School recognises all relationships that are founded in mutual and consensual love as being equal and valid in all respects. It recognises that individuals may identify with genders that differ from that assigned at birth. As a School we are aware we need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive. It is essential that young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals.

The School acknowledges that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

This policy was produced following the statutory guidance from the Department for Education (DfE) (Relationships Education, Relationships and Sex Education (RSE) and Health Education, 2026) and through consultation with staff, the governing body, and most importantly with pupils and parents.

It will be reviewed on a regular basis (at least every two years) to ensure that it reflects the attitudes and belief of the school population and remains up to date with both current guidance from the Government and the DfE but also remains relevant to the experiences of pupils.

The School has a legal responsibility under the Education Act 2002 to provide a balanced and broadly-based curriculum which:
-promotes the spiritual, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made under sections 34 & 35 of the Children & Social Work Act 2017, to provide comprehensive Relationship Education and Health Education for all pupils receiving primary education. Under the Equality Act 2010, the School must ensure the best for all pupils irrespective of age, disability (including educational needs), race (including colour, nationality, ethnic or national origin), religion or belief, sex, sexual orientation and gender reassignment. As a result, RSE needs to be sensitive to the different needs of individual pupils and may need to adapt and change as the pupils of the school change. Not only does the teaching need to be sensitive of these needs, but also to help the pupils realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours such as sexual harassment, or sexualised or prejudice-based language.

RSE is a key vehicle for promoting equality, inclusion and social justice. It is designed to promote gender equality through challenging gender stereotypes and sexism and sexual harassment in schools. This policy was produced by the Heads of PSHE in Giggleswick Senior and Prep School in consultation with parents.

1.1 DEFINITION

The DfE defines the focus of primary relationships education as, *teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults.*

Relationships education is designed to help children to develop the skills to recognise and manage healthy relationships both online and in the real world. It is designed to build self-esteem and to help children understand and make sense of the world they are growing up in: to recognise the differences and similarities between their peers and their families; to understand the fact every human being is unique and has the right to be respected. There are many different family structures (e.g. same-sex, adopted, multicultural) and all children have the right to feel safe. Pupils will have opportunities to learn about different family structures. For older pupils when discussing sexual relationships references and resources are used that relate to LGBT people.

The aim of RSE in Secondary 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.

Relationships education has been shown to help keep children safe by allowing them to understand appropriate and inappropriate touching, to realise that their body is special and belongs to them. It is about building the foundations of an understanding of consent and personal boundaries; in that no one has the right to touch them in a way they do not like but also the difference between public and private behaviours.

It is important for children (from the EYFS) to know the names and functions of their body parts and to be reassured it is natural to be curious about them. Indeed, by teaching children the correct terms for their private body parts, children are proven to be safer from abuse. Under the statutory health education body parts such as penis, vagina, vulva, testicles, scrotum and nipples will be used and boundaries around these body parts including consent. The teaching of puberty to Upper Key Stage 2 pupils sits within statutory health education.

Sex education in the Senior School will include: how to avoid STIs and unplanned pregnancies, heathy and fulfilling sexual relationships once the age of consent is reached, as well as how to recognise sexually abusive behaviour. See page 11 of the July 2025 Statutory Guidance RSE and Health Education.

The School believes that relationships education helps children to develop their vocabulary and emotional literacy to enable them to talk about and manage their feelings. It helps children build their own support networks and the confidence to ask for help when they feel unsafe.

The responsibility for organising and delivering most, if not all, of the RSE programme rests with the School but there may be times when an external contributor may be used. The work of any external agencies will be tailored to the target audience and a member of school staff will be present if an external contributor works with pupils. The visiting speaker register will be completed prior to the visit and all school protocols followed.

2 OBJECTIVES

RSE involves some key elements for pupils:

- Learning and developing an understanding of the attitudes and values relating to family life, marriage, stable and loving relationships and respect
- To respect and care for their bodies
- To be prepared for puberty and adulthood
- Exploring and developing the social and personal skills needed to make informed choices
- Increasing knowledge and understanding about physical development, sexuality and emotions
- Personal Safety (Water, Fire etc)

3 DELIVERY OF RSE AND THE CURRICULUM

To cover the curriculum content outlined in statutory RSE Guidance, the School will equip its pupils to build positive and respectful relationships online and offline. It will ensure that it gives pupils the knowledge, skills, attitudes and values that will help them to:

- Building the positive attitude and the skills promoting healthy relationships (including sexual relationships where relevant) and health including mental health.
- realise their health (including sexual health), wellbeing and dignity
- build self-esteem and self-worth
- value their personal and sexual identity and the personal/sexual identities of others
- understand family structures, committed relationships and the legal status of different types of long-term relationships
- understand and make sense of the real-life issues they are experiencing in the world around them
- manage and explore difficult feelings and emotions
- consider how their choices affect their own wellbeing and that of others
- develop as informed and responsible citizens
- understand and ensure the protection of their rights throughout their lives.
- Understand avenues to get support

High quality, comprehensive RSE does not encourage early sexual experimentation but in fact builds young people's confidence and self-esteem and helps them understand the reasons for delaying sexual activity. Evidence shows that effective RSE plays a role in behaviour change, including reducing unprotected or unwanted sex and reducing harmful behaviour, including sexual harassment and sexual violence.

The RSE programme is an integral part of the whole school Pastoral Curriculum is an integral aspect of the school's framework for Personal, Social and Health Education (PSHE) and the Science, RS and Computing (Prep school) curriculum. School teaching staff deliver the RSE programme and are trained to deliver the RSE curriculum. The RSE has a carefully sequenced spiral curriculum with clear learning outcomes, and there is progression from Reception to

Year 13. It is delivered in a timely way, giving children essential critical thinking skills, raising awareness and preparing them for life outside school.

A range of quality assured and age-appropriate resources from the PSHE Association and active learning methods are used following a needs analysis and effective provision is ensured for all learners (including SEND, ethnicity, faith, sexual orientation).

To ensure that potentially sensitive or controversial issues are managed effectively the following strategies are used:

- Agree ground rules
- Handle questions safely
- Consider vulnerabilities
- Ensure inclusivity
- Using distancing strategies
- Signpost support
- Knowing school policies and procedures

Topics include:

At Prep School –

- Respectful relationships, Safety at home and outside the home (including First Aid), Online safety
- Managing money
- Healthy habits (including mental health and wellbeing)
- Puberty
- Positively engaging with our world

At Senior School -

- Health and wellbeing (including mental health)
- Friendships and bullying
- Families and changing relationships, healthy and unhealthy relationships
- Puberty and keeping safe, include drug safety
- Personal safety and managing risk
- Online safety
- Belonging and community
- Careers and future choices
- Intimate sexual relationships, sexual health, families, fertility and pregnancy
- Consent and recognising abuse
- Challenging extremism
- suicide prevention

RSE, within the PSHE curriculum, has planned, timetabled lessons across all key stages. The subject lead will work closely with colleagues in related curriculum areas to ensure a whole school approach. Time is utilised outside the classroom, such as chapel, tutor time, assemblies, through art and drama, and school celebrations and theme days to reinforce and follow up themes. School staff will not express or be expected to express their personal views or beliefs when teaching RSE.
An overview at each Key Stage can be found on the School Portal

4 MONITORING, EVALUATING AND REVIEWING RSE

Progress in RSE is assessed and monitored:

- As an integral part of teaching and learning
- By providing regular opportunities for pupils to give and receive feedback
- By involving pupils in discussion about learning objectives and desired outcomes and through self-assessment

The PSHE subject leaders are responsible for monitoring the provision of RSE and for reporting the results to Senior Leaders. They are responsible for evaluating the programme of work, reporting the findings on an annual basis, and for making recommendations for changes to the programme.

The RSE programme is regularly monitored and evaluated. The views of pupils, parents and teachers are used to make changes and improvements to the programme on an ongoing basis. The policy will be formally reviewed at least every two years, ensuring it meets the needs of pupils, staff and parents and is in line with DfE guidance. The PSHE subject leaders review resources and renew as appropriate, and to update training in line with current guidance.

4.1 MONITORING

This policy is reviewed by the school's leadership team in conjunction with subject leaders and Governors on a regular basis. If changes are needed, members of staff, parents/carers and pupils will be consulted and any subsequent changes clearly communicated. The Senior Leadership Team monitors the implementation of the programme through:

- Lesson observations
- Planning scrutiny
- Looking at samples of pupils' work
- Analysing pupil attendance in lessons

4.2 EVALUATING

Evaluation of our programme is crucial to ensure there is continuous improvement of provision and teaching effectiveness. The evaluation process involves structured and informal pupil and staff feedback including:

- Evaluation of lessons and the overall RSE programme
- Feedback and evaluation by pupils (using pupil interviews, questionnaires/ surveys, focus groups or using pupil question boxes)
- Sampling pupil work and portfolios
- Results from Growing up in North Yorkshire bi-annual questionnaire
- Provision – via Governor Committee reports and meeting with subject leads

4.3 PUPIL ASSESSMENT

The School uses a range of baseline assessment and self-reflection to get regular feedback on pupil progress in RSE. Pupil assessment is used to identify where pupils need extra support or intervention. Lessons are planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Assessment methods used include:

- Project work
- Written assignments
- Verbal feedback
- Pupils' pre and post unit self-evaluation

- Baseline needs analysis

4.4 PUPIL VOICE

Pupil voice is central to the culture and ethos of the School. The School draws on pupil voice to evaluate how relevant and engaging RSE is to children's lives. Throughout the RSE scheme of work, pupil voice practices are embedded to enable pupils to express their views on the range of topics and issues that RSE covers and to ensure that they listen to other opinions and evidence, reflect on their own perspectives and take a broader view, adapting and amending planned activities. The School wants to ensure all pupil voices are heard. Where those views may be hurtful, offensive or exclusionary they are addressed.

4.5 ANSWERING PUPIL QUESTIONS

RSE explores a range of issues that may provoke questions from pupils. Before embarking on these lessons, ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When pupils ask questions we aim to answer them honestly, sensitively and in an age-appropriate manner within the ground rules established at the start of the sessions. When it is felt that answering a specific questions would involve information at a level inappropriate to the development of the rest of the pupils, the question may be dealt with individually including discussion with parents or carers at another time. We view questions as a positive sign that pupils are engaged with what is being taught and feel able to express natural curiosities about themselves, their bodies and relationships with others.. An open approach to answering questions prevents pupils from learning inaccurate or harmful information online or from peers and older pupils. Exploring issues with the whole class helps to reduce the stigma and shame that can surround some of the issues explored in RSE. Importantly, children are better protected from harm and abuse when they are able to discuss issues openly with trained professionals and in a safe environment.

5 WORKING WITH PARENTS/CARERS

The successful teaching of RSE involves parents/carers and schools working together. Parents/carers play an important role in the RSE of their children through exploring discussions at home that have taken place in school. This RSE policy has been developed through consultation with parents and carers, via:

- Online Surveys
- Sharing copies of the draft policy

Parents/carers are informed when RSE will be delivered. The School uses quality assured material from the PSHE Association or resources developed through local health agencies adapted for our context. Parents are welcome to see any of these resources. The PSHE Association has made available its resources for parents. They allow association schools to share these with parents by email on request. This is to ensure parents receive the most up to date versions. At the Prep school parents are notified in advance when topics such as puberty will be taught.

Any complaints about the sex education curriculum should be made to the Headmaster who will consider the appropriate means of handling the complaint, according to the School's Complaints policy.

If parents/carers have any concerns or special circumstances the School should be aware of, or would like any further information about the curriculum, they should contact the School. Information is shared on the Parent Portal and via on-line workshops or face-to-face meetings.

6 PARENTAL RIGHT TO REQUEST THEIR CHILD BE WITHDRAWN FROM SEX EDUCATION

Statutory guidance states parents/carers have the right to request their child be withdrawn from all or part of sex education lessons that are delivered as part of RSE. Parents/carers do not have a right to withdraw their child from Relationships Education (Primary) nor do they have the right to withdraw their child from any sex education delivered as part of the Science curriculum.

All children have the right to opt into sex education three terms before they turn 16 and the School will make arrangements for this to happen. In practice, this means that when a child turns 15 they have the right to be taught sex education if they want to.

Although parents/carers have the right to request to withdraw their child, it is the School's aim to encourage parents to see the value of RSE learning and its contribution to keeping children safe, developing their emotional, social and physical wellbeing and for promoting equality and social justice. Should a parent decide they do not wish their child to take part in any of these lessons, the School would ask that they first speak to the Headmaster to discuss their concerns.

If parents/carers do decide to withdraw their child, they should inform the School in writing and thhis will be recorded and our DSL will be notified. Except in exceptional circumstances, the School will respect the parents' request to withdraw their child up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the School will make arrangements to provide the child with sex education during one of those terms. The school will remind parents that the request to withdraw is available.

Parents can withdraw pupils from any units **except** for aspects that are covered in the science curriculum e.g.

Key Stage 3:

- fertilisation in humans is the fusion of a male and a female cell
- the physical and emotional changes that take place during adolescence
- the human reproductive system, including the menstrual cycle and fertilisation
- how the foetus develops in the uterus
- how the growth and reproduction of bacteria and the replication of viruses can affect health

Key Stage 4:

- The way in which hormonal control occurs, including the effects of sex hormones

- Some medical uses of hormones, including the control and promotion of fertility
- The defence mechanisms of the body
- How sex is determined in humans

7 WORKING WITH VISITORS AND EXTERNAL AGENCIES

From time-to-time the School may invite external experts and visitors to deliver parts of its RSE scheme of work. External visitors are selected in order to enrich and supplement its RSE by bringing particular skills, methods and expertise. A teacher will always be present throughout these lessons so as to build on the pupil's learning after the session/s as well as answer any questions the pupils may subsequently have. Any external visitor will be expected to comply with this policy and other related policies, including the School's Safeguarding policy, especially regarding confidentiality. The School also ensures that:

- There is appropriate planning, preparatory and follow up work for the session
- The visitor understands the cohort of children involved, including the different ability levels and diversities in identities across protected characteristics. They will also be made aware of any specific issues relating to child protection.
- The Visiting Speaker policy is followed.
- Visiting speakers are aware of protocols should a child make a disclosure

8 SAFEGUARDING AND CHILD PROTECTION

RSE is crucial for creating a culture of safeguarding within the school and for meeting the School's statutory obligations as outlined in Keeping Children Safe in Education. RSE helps children to understand the difference between healthy and abusive relationships and to understand how to get help if they are experiencing abuse, or have experienced, abuse. When discussing some of the issues RSE covers, some pupils could disclose abuse or other harmful experiences. In cases of a disclosure, all staff have statutory training around safeguarding and child protection and will follow the School's Safeguarding Policy and Procedures. It is the responsibility of the School to support its pupils by safeguarding and promoting the welfare of pupils. In fulfilling this duty, they must have regard to the Safeguarding policy. No pupil can be guaranteed absolute confidentiality.

The School recognises some children may be vulnerable to some of the content delivered in RSE due to a previous safeguarding concern, ongoing concerns or changes to their personal life. For those children, additional support will be given to prevent them being affected by the scenarios or topics in their planned lessons.

RSE can be a sensitive issue. To protect privacy and engender respect for all, teachers are expected to establish ground rules to establish a safe learning environment. Distancing techniques are used to de-personalise the situation under discussion and allow pupils to explore their feelings about an issue. Pupils should be informed about the remit of confidentiality and that teachers cannot offer or guarantee pupils unconditional confidentiality.

While the School wants to create a learning space that feels safe for children and young people to disclose, it also want to protect children's privacy. This is achieved by using a number of teaching techniques including the use of a working agreement, where rights respecting ground rules are created with pupils on what makes a safe and welcoming environment for all. If pupils ask particularly sensitive questions that appear to be inappropriate in the circumstances, teachers deal with this outside the classroom on a one-to one basis. If the teacher judges it necessary the pupil could be advised to speak to the school nurse, provided with information about where to get further help or, if the matter is considered a potential Safeguarding issue, the Designated Safeguarding Lead will be notified. Through the use of ground rules and other approaches, such as distancing techniques, the School can create a supportive environment for discussions that can be sensitive or difficult.

10 ROLES AND RESPONSIBILITIES

10.1 THE PSHE SUBJECT LEADERS

They are 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
- Consider the needs of all pupils, and to achieve this recognise that the school might need to address some specific issues
- Consult with pupils about RSE provision
- Consult with parents prior to delivery of RSE provision
- Access appropriate training, including RSE training and train other teachers involved in the delivery of PSHE
- Monitor and advise on RSE organisation, planning and resource issues across the school
- Ensure procedures for assessment, monitoring and evaluation are included
- Liaise with any service provision to support aspects of sexual health
- Review / update the policy on a two-year cycle or sooner if necessary
- Should undergo appropriate safeguarding training regularly
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10.2 THE HEADMASTER/SENIOR LEADERS

Responsibilities in respect of RSE are to:

- Liaise with the PSHE subject leaders
- Keep the governing body fully informed of provision, issues and progress in RSE
- Act upon any concerns which may arise from pupil disclosure during RSE sessions

10.3 THE GOVERNING BODY

The governing body has responsibility to ensure the School has an up-to-date RSE policy that describes the content and organisation of RSE in the PSHE curriculum.

The governing body, in co-operation with the Headmaster, is expected to involve families, pupils, health and other professionals to ensure that RSE addresses the needs of pupils, local issues and trends.

The governing body need to ensure pupils are protected from teaching and materials which are inappropriate, having regard to the age, religious and cultural background of the pupils. The governing body evaluates RSE provision and policy through its Boarding, Wellbeing and Safeguarding Committee.