

Relationships and Sex Education (RSE): Senior School & Sixth Form

Introduction

This policy outlines our approach to Relationships and Sex Education (RSE) at The Ladies' College. The planning and delivery of RSE reflects the aims and ethos of The Ladies' College. Particular emphasis is put on the value of respect, support and caring within stable relationships in keeping with the Christian ethos of the College. Where the policy refers to legislation or regulations, the College will follow Guernsey Law or, where no legislation/regulations exists, will follow the relevant UK legislation/regulations as best practice.

In conjunction with this policy, please also see:

- Anti-bullying policy
- Child protection policy
- Equal Opportunities policy
- PSHCE policy
- E-safety advice

Rationale and Ethos

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about understanding the features of healthy, stable and loving relationships and the teaching of sex, sexuality and sexual health.

RSE provides our students with the information they need to develop healthy, safe and nurturing relationships and focuses on the following themes:

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

RSE is taught primarily by a dedicated PSHCE team. External agencies including trained nurses provide specialist teaching in many of these areas including sexual health.

Appendix 1 shows an overview of statutory RSE content and where it is delivered in our curriculum.

Objectives

Through our delivery of RSE, we seek to provide balanced, factual information about human reproduction, together with consideration of the emotional, ethical, legal and moral factors associated with sexual health and relationships.

The main objectives of RSE at The Ladies' College are to prepare our students to:

- Understand the biological aspects of reproduction
- Identify features of healthy and unhealthy relationships and the impact these relationships can have on self-esteem and human happiness
- Develop positive values and a moral framework that will guide their decisions and behaviours
- Develop an awareness of sexuality and gender identity
- Recognise a stable loving relationship as the most appropriate situation for a sexual relationship
- Be aware of the issue of consent and how the law applies to sexual relationships.
- Challenge sexism and prejudice and promote equality and diversity.
- Know about methods of contraception, how to access contraception and where to go for sexual health advice and support
- Have sufficient information and skills to protect themselves from sexually transmitted infections, including HIV
- Understand the reasons for having protected sex and the arguments for delaying sexual activity
- Understand how the internet can pose a serious threat to their safety and know what to do if they ever feel uncomfortable when online.
- Be aware of the connection between sex and drug taking and how this can lead to regretful and/or exploitative sexual experiences.
- Understand what constitutes rape, sexual assault and harassment.

Roles and Responsibilities

Governors will approve the RSE policy, and hold the Principal to account for its implementation.

The Principal is responsible for ensuring that RSE is taught consistently across the school and for managing parental requests for withdrawal from Sex Education.

Head of PSHCE is responsible for the development of an age-appropriate curriculum which is accessible to all young people, regardless of their sexual orientation or gender identity. The Head of PSHCE is also responsible for providing guidance to colleagues teaching RSE.

PSHCE Teaching Staff are responsible for delivering the curriculum to appropriately meet the needs of their students.

SHARE (Sexual Health and Relationships Educators) and The Youth Commission are responsible for delivering aspects of statutory RSE and do so under the guidance of The States' Education PSHCE advisor.

Parents The prime responsibility for bringing up children rests with parents. Parents are key figures in supporting their daughters to cope with the emotional and physical aspects of growing up and in preparing them for the challenges and responsibilities which sexual maturity brings. The RSE programme is seen to work in tandem with the role played by parents.

Pupils Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Legislation

The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017 and state that pupils receiving primary education must be taught Relationships Education, and pupils receiving secondary education must be taught Relationships and Sex Education.

Curriculum Design

RSE is taught primarily within the Personal, Social, Health and Economic Education (PSHCE) curriculum (appendix 2) in conjunction with SHARE (Sexual Health and Relationships Educators) and The Youth Commission. Biological aspects of RSE are taught within the science curriculum, some aspects are taught within the college e-safety programme (Project Evolve) and are supported by Religious Studies, Tutor Time and Assemblies.

RSE follows a spiral curriculum where content is progressive in terms of terminology and concepts which increase in depth and complexity as pupils progress through the College. Aspects of RSE delivered through the Senior School PSHCE programme are the responsibility of the Head of PSHCE who provides schemes of work and outlines lesson plans approved by the PSHE association for those delivering RSE. Lessons delivered by SHARE (appendix 3) and The Youth Commission (appendix 4) within PSHCE time are approved and monitored by the States' Education PSHCE Advisor.

PSHCE is a timetabled lesson which takes place once a week for 30 minutes in Remove and Lower Four (SHARE and other agency lessons are one hour and continue through tutor time) and 1 hour in Upper Four, Lower Five and Upper Five. Assessment of pupils' progress and understanding of

RSE learning objectives is undertaken by members of staff through its delivery as part of the PSHCE programme.

The personal beliefs and attitudes of teachers will not influence the teaching of Relationships and Sex Education within the PSHCE framework.

Special Educational Needs

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

Equalities and Diversity

Schools, like all public institutions, have specific responsibilities in relation to equality and protected characteristics. All RSE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different views.

The personal beliefs and attitudes of staff delivering RSE will not influence the teaching of the subject in school. In our school we seek to recognise and embrace the diverse nature of our community. We aim to value and celebrate religious, ethnic and cultural diversity within British society. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We will use a range of teaching materials and resources that reflect the diversity of our community and encourage a sense of inclusiveness. We do not use RSE as a means of promoting any form of sexual orientation.

Safeguarding

RSE plays a vital part in meeting schools' safeguarding obligations. RSE provides a preventative programme that enables pupils to learn about safety and risks in relationships. RSE brings an understanding of what is and what is not appropriate in a relationship, which can lead to a disclosure of a child protection issue.

The curriculum helps pupils understand on and offline safety (including sexting and pornography), consent, sexual violence, harassment and exploitation, and works in conjunction with the school's Safeguarding and Anti-bullying policies.

SHARE and other external agencies that support RSE will at all times be accompanied by College teaching staff during their lessons.

Confidentiality

In the case of **disclosure or suspicion of possible abuse**, The College's Child Protection procedures must be followed immediately (see CP policy).

In the case of **disclosure of pregnancy or individual advice on contraception**, the following procedure should ensure that students know they can talk to staff in College and be supported:

- Information and guidance will always be sought from a health professional. The College will encourage students to talk to their parents first.
- Students will be asked whether they can tell their parent(s) and whether they want help in doing so. If this takes place, subsequent responsibility lies with the parent(s).
- If students refuse to tell their parent(s), the member of staff will refer them to a health professional. The member of staff should report the incident to the Principal who will consult with the health professional about informing the parents.

Parents' right to withdraw

Parents have the right to request that their child be withdrawn from some or all of sex education at The Ladies' College up to and until 3 months before their child turns 16. Parents have access to our PSHCE/RSE curriculum on the College Website and should contact The Principal in writing should they wish to withdraw their child. Parents do not have the right to withdraw their child from relationships education, health education or the science curriculum. Alternative work will be given to pupils who are withdrawn from sex education.

Engagement of Stakeholders

This policy along with a curriculum outline are accessible on the College Website. PSHCE and RSE are discussed with parents annually at our curriculum evenings.

Parents will be consulted on this policy and encouraged to provide their feedback.

Governors will review and approve this policy.

Monitoring, Reporting and Evaluation

It is the responsibility of the Head of PSHCE to oversee and organise the evaluation and monitoring of PSHCE/RSE.

Pupil progress in PSHCE/RSE is monitored using PSHE association assessment guidance based on ipsative assessment. Pupils are given biannual interims and an annual written report in line with the school's assessment guidelines.

Pupils will be consulted about the RSE policy, its implementation and how well their needs are being met to inform future planning.

Appendix 1

RSE Content

Topic	Pupils Should Know	Where Covered
Families	That there are different types of committed and stable relationships	Remove and L4 LGBTQ+ SHARE Upper 5 Lent
	How those relationships might contribute to human happiness and their importance for bringing up children	SHARE Upper 5 Lent
	What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unreligious ceremony.	Upper 5 Lent
	Why marriage is an important relationship choice for many couples and why it must be freely entered into.	Upper 5 Lent
	The characteristics and legal status of other long-term relationships.	Upper 5 Lent
	The roles and responsibilities of parents with respect to raising children, including characteristics of successful parenting.	SHARE L4 Upper 5 Lent
	How to determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.	Domestic Abuse SHARE E-safety
Respectful relationships, including friendships	The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationships.	Domestic Abuse SHARE Remove Trinity Lower 4 Lent
	Practical steps they can take in a range of different contexts to improve or support respectful relationships	SHARE Lower 4 Lent
	How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).	Remove Lent Lower 4 Lent
	That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.	Remove Lent Lower 4 Lent

	About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.	Remove Michaelmas E-safety online bullying
	That some types of behaviour in relationships are criminal, including violent behaviour and coercive control	Domestic Abuse SHARE Upper 5 Lent E-safety online relationships
	What constitutes sexual harassment and sexual violence and why these are unacceptable	Domestic Abuse CSE Upper 5 Lent E-safety online relationships
	The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.	Lower 4 Lent
Online and Media	Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts	E-safety online reputation
	About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.	SHARE Upper 4 Trinity E-safety online reputation
	Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.	SHARE Upper 4 Trinity E-safety online reputation
	What to do and where to get support to report material or manage issues online	E-safety online relationships
	The impact of viewing harmful content	SHARE Upper 4 Trinity E-safety online relationships
	That specifically sexually explicit material e.g. pornography presents a distorted view picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partner.	Upper 4 Trinity SHARE (U5) E-safety online relationships

	That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail time	Upper 4 Trinity SHARE (U5) E-safety online relationships
	How information and data is generated, collected, shared and used online.	E-safety privacy and security
Being Safe	The concept of, and laws relating to sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, honour-based violence and FGM, and how these can affect current and future relationships.	Domestic Abuse CSE SHARE Upper 5 Lent
	How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)	Domestic Abuse SHARE E-safety online relationships
Intimate and sexual relationships	How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.	SHARE Domestic Abuse Upper 4 Trinity
	That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.	SHARE U5
	The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.	SHARE L5 & U5
	That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.	SHARE
	That they have a choice to delay sex or enjoy intimacy without sex.	SHARE U4 Lent
	The facts about a full range of contraceptive choices, efficacy and options available.	SHARE L5
	The facts about pregnancy including miscarriage.	SHARE L5
	That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).	SHARE L5
	How the different sexually transmitted infections (STIs), including HIV/AIDS, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.	SHARE U4 & L5
	About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.	SHARE U4 & L5

	How the use of alcohol and drugs can lead to risky sexual behaviour.	SHARE Alcohol and Drugs awareness
	How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.	SHARE U4 & L5

RSHE Content Covered by SHARE

Changing Adolescent Body	Key facts about puberty, the changing adolescent body and menstrual wellbeing	SHARE Remove Lent
	The main changes which take place in males and females, and the implications for emotional and physical health.	SHARE Remove Lent
Health and Prevention	About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.	SHARE Remove Lent
	The benefits of regular self-examination and screening.	SHARE Upper Five Lent

E-safety elements taught through Project Evolve lessons delivered in ICT/tutor time

Appendix 2

Overview of PSCHE Subject content based on PSHE association recommendations:

Each year, girls will cover the following topics:

 Health and well-being
 Relationships (RSE)
 Living in the wider world

Below is an overview of our programme of study from Remove to Upper Five:

	Remove	Lower Four	Upper Four	Lower Five	Upper Five
Michaelmas 1	Transition and Bullying	Mental health and links to physical health	Safe and unsafe social groups, Risks associated with alcohol and drug use	Mental health and emotional well-being	Next Steps (Careers), post 16 options E-safety (age related access)
Michaelmas 2	Skills for careers (run, hide, tell)	Careers, goal setting and challenging stereotypes	E-safety (identifying harmful content) Building skills for employment, GCSE choices	The impact of financial decisions (run, hide, tell)	Mental health and emotional well being Domestic abuse
Lent 1	Drugs, tobacco, puberty, parenthood, basic first aid	Healthy relationships, consent (FGM), teen pregnancy, gender identity, sexual orientation, diverse families)	Sexual health, consent and the law, domestic abuse, child sexual exploitation and grooming	Healthy relationships, coercive control, contraception, unintended pregnancy, STIs	Family Life
Lent 2	Identity, diversity, LGBTQ+ E-safety (online pressures)	Equality, diversity and protected characteristics	Road safety Healthy lifestyles and body image	Addressing extremism and radicalisation Blood, stem cell and organ donation	Cancer awareness, sexual health, pornography, gender and sexuality, Managing unwanted attention
Trinity 1	Healthy and unhealthy relationships Self-worth/self-esteem	E-safety (benefits and risks of health apps)	Diverse relationships, relationship expectations, risks of sharing sexual images	E-Safety (impact of sites on well-being) Risks and consequences of drug use, vaping	
Trinity 2	Financial decision making	Drugs, alcohol and tobacco awareness, basic first aid	Local Government (The States of Guernsey)	The world of work and online presence	

Appendix 3

Sexual Health and Relationship Education

SESSIONS DELIVERED BY SHARE

YEAR 5

1 Session

- Pupils will understand some ways to stay safe and healthy and the importance of good personal hygiene. We will introduce the concept of puberty and promote a healthy attitude towards growing up and identify who to ask for help. (gender split)

YEAR 6

2 sessions

- We deal with emotions, self-esteem and growing up and tell the students about body changes at puberty, coping with them and accessing help and advice
- Baby in the family.

YEAR 7

2 sessions

- Extend prior knowledge on emotional and physical changes at puberty and related issues & where to access help & advice. (gender split)
- Extend prior knowledge on conception, foetal development and birth, parenthood and family responsibilities.

YEAR 8

2 sessions

- Healthy relationships
- Pressures on teenagers to have sex and the consequences of unintended teen pregnancy.

YEAR 9

3 sessions

- To explore choices and consequences of a sexual relationship, consent and the law, and to understand that abstinence is a choice.
- Keeping safe in a sexual relationship and accessing help and advice.
- To provide up to date information on HIV and Chlamydia and to promote a safe attitude towards sexual health.

YEAR 10

3 sessions

- Healthy relationships and contraception suitable for young people
- STIs diagnosis and treatment and where to access help and advice
- To explore unintended pregnancy and the options available and where to obtain help and advice

YEAR 11

3 sessions

- To raise awareness of some male and female cancers, being body aware and know where to access help and advice. (gender split)
- Healthy relationships, risk taking, and sexual health update. Help and advice.
- The effects on relationships in a digital world, including pornography and sexting

POST 16

1 session

- Sexual health and relationship update



Youth Commission for Guernsey and Alderney

The Youth Commission for Guernsey and Alderney (Youth Commission) is an independent local charity responsible for the delivery of youth work in the Bailiwick. We provide children and young people aged 4 - 25 with seamless access to a range of universal and specialist services ensuring they can take part in activities or get the tailored support that is most relevant to their individual needs. Our offer to schools sits within our learning service and focusses on three key elements: PHSCE lessons, Prince's Trust programmes and the Duke of Edinburgh's Award.

PHSCE Lessons

We offer the following PSHCE lessons to schools:

Child Sexual Exploitation

We offer Child Sexual Exploitation and Grooming lessons to Year 9 students across the Island. The lesson is based on the Barnardo's Child Sexual Exploitation education resource, 'Real Love Rocks'. The lesson uses a mixture of videos, activities, and discussions to explore the definition of Child Sexual Exploitation and Grooming, the warning signs to look out for and who students can talk to if they are worried about anything. The main objectives of all **Year 9 lessons** are to identify what Child Sexual Exploitation is, to recognise what Grooming is and where to seek advice and support from.

Domestic Abuse

Our main aim is to challenge social norms for young people around Domestic Abuse. Our sessions develop young people's understanding of Domestic Abuse and that it can happen to anyone, anywhere. We teach young people the signs and how they can access support and advice on the Island. We show young people how domestic abuse affects the local community, supporting sessions with local and national statistics, and collaborating closely with Safer.

Year 7: Identifying healthy and unhealthy behaviours in all friendships and relationships

Year 8: The types of domestic abuse and the early indicators of abuse

Year 9: Consent and decisions being respected in all healthy relationships

Year 10: The different types of coercive control and how to safely challenge abusive behaviours

Year 11: Identifying the healthy, unhealthy, and abusive behaviours in an intimate relationship and looking at locally advised Safety Planning

Year 12: Identifying the warning signs and types of abuse (digital, emotional and harassment) in an intimate relationship and the impact abuse has on victims

Year 13: Identify how specific groups within society are affected by domestic abuse and to recognise the barriers Guernsey's local community may face.

LGBTQ+

We deliver PSHCE lessons to students from Year 7-11 on diverse relationships, sexuality, and gender identity. Staff discuss same sex families, LGBTQ+ terminology as well as the diverse range of sexuality and gender identities that exist. We also work with pupils and schools to help tackle homophobic, transphobic, and bi-phobic bullying.

Year 7: Diverse relationships and families

Year 9: Diverse identities

Year 11: Diversity, LGBTQ+ history, gender, and sexuality.