



Statement of Intent

The Local School Board and SLT believe that ensuring a Relationship Education and Relationship and Sex Education curriculum is essential to enabling pupils to learn the responsibilities inherent in relationships and the importance of family.

Our Vision

At GANF we believe that Relationship Education and Relationship and Sex Education plays a vital role within our curriculum, it should teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults. At GANF we believe that children should learn about relationships as well as the emotional, social and physical aspects of growing up, human sexuality and sexual health in an age-appropriate way. This goes beyond learning about relationships, to include puberty, how a baby is conceived and born, body ownership, and safeguarding.

Our Relationship Education and Relationship and Sex Education curriculum is supported by our Unicef award as we are a rights respecting fellowship, this award has contributed to GANF being a safe and inspiring place to learn, where pupils are respected, their talents are nurtured and they are able to thrive. Our Rights Respecting Schools Award is embedded into our daily school life and gives pupils the best chance to lead happy, healthy lives and to be responsible, active citizens. There are four key areas of impact for children at a Rights Respecting school; wellbeing, participation, relationships and self-esteem. UNICEF supports the delivery of our Relationship Education and Relationship and Sex Education curriculum, specific articles contribute to the teaching and learning. The articles of the Convention apply to all children, whatever their race, religion or abilities; whatever they think or say, whatever type of family they come from or any other protected characteristic, including gender and sexuality. No child should be treated unfairly on any basis.

Our Relationship Education and Relationship and Sex Education curriculum is also supported by our International School Award, GANF has been awarded the British Council's prestigious International School Award in recognition of our work to bring the world into the classroom. Fostering an international dimension within our Relationship Education and Relationship and Sex Education curriculum ensures that our pupils are able to gain the cultural understanding of Relationship Education and Relationship and Sex Education in today's world.

GANF has also received the Gold Award in supporting vulnerable children and young adults through the Caring2Learn project, this accreditation contributes to our Relationship Education and Relationship and Sex Education curriculum as GANF is confident in nurturing vulnerable children and young people so they achieve better than expected progress.



At GANF we ensure that all young people feel safe and feel they belong in their school. Our Relationship Education and Relationship Sex Education curriculum ensures that all pupils are equipped with the appropriate knowledge, understanding, skills and confidence to cope with the many pressures and challenges of modern society. Learning about friendships, relationships and family are the building blocks to help children to understand themselves and others.

GANF aims to:

- Encourage pupils to have a regard for moral considerations, the value of family life, the responsibility of parenthood, to recognise religious and cultural differences
- Encourage pupils to consider the importance of self-restraint, dignity and respect for themselves and others
- Present facts in a balanced and objective way so that pupils understand that there are different sexual attitudes and behaviour
- Encourage pupils to consider their own attitudes and make informed reasoned and responsible decisions both in school and in later adult life
- Foster recognition that both sexes should behave responsibly in sexual matters
- Make pupils aware of what is and is not lawful

What is Relationship Education?

Relationship Education is an important part of the primary curriculum, it allows pupils to be taught the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

Within the Relationship Education curriculum pupils are taught what a relationship is, what friendship is, what family means and who the people are who can support them. Pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical contact prepares pupils for learning about consent, which takes place within the secondary curriculum.

Respect for others is taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books and resources. The principles of positive relationships also apply online, pupils are taught online safety and appropriate behaviour in a way that is relevant to their lives. Pupils are taught how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.



Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Teachers are GANF know that care needs to be taken when delivering aspects of the Relationship Education to ensure all pupils are taken into consideration based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

Relationships Education creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through Relationships Education (and RSE), pupils are taught the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. Within the primary school curriculum Relationship Education focuses on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. Pupils are taught how to report concerns and seek advice.

What is Relationship and Sex Education?

Relationship and Sex Education (RSE) is part of the broad and balanced secondary curriculum and provides lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

Relationship and Sex Education provides young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It teaches them 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. RSE teaches contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). RSE teaches pupils what is acceptable and unacceptable behaviour in relationships, allowing pupils to 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.

Relationship and Sex Education teaches young people to understand human sexuality and to respect themselves and others, enabling young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. 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.



RSE should provide clear progression from what is taught in primary school in Relationships Education. Teachers build on the foundation of Relationships Education and, as pupils grow up, at the appropriate time extend teaching to include intimate relationships. Pupils will be taught the benefits of healthy relationships to their mental wellbeing and self-respect. Through gaining the knowledge of what a healthy relationship is like, they will be empowered to identify when relationships are unhealthy.

Through Relationship and Sex Education pupils will be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. Sexual orientation and gender identity will be taught at a timely point and in a clear, sensitive and respectful manner.

The Relationship Education and Relationship and Sex Education (RSE) curriculum will be made relevant by being informed by current national and local data. Teachers of Relationship Education and RSE will be advised through Continual Professional Development.

Legislation

Documents that inform our Relationships Education, Relationship and Sex Education Policy include:

- Education Act (2011)
- Learning and Skills Act (2006)
- Education and Inspection Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st Century (2014)
- Keeping Children Safe in Education – Statutory safeguarding guidance (2022)
- Children and Social Work Act (2017)
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.

RSE has three main elements:

1. Attitudes and Values

- Communicating 'yes' and 'no'
- Learning the importance of values and individual conscience and moral considerations
- Learning the value of family life and stable and loving relationships for the nurture of children
- Learning the value of respect, love and care
- Body awareness
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision-making



2. Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively
- Friendships and relationships
- Consent and communicating choices
- Developing self-respect and empathy for others
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Developing an appreciation of the consequences of choices made
- Managing conflict and learning how to recognise and avoid exploitation and abuse
- Learning social rules which govern acceptable and non-acceptable behaviour

3. Knowledge and Understanding

- Learning to understand that their bodies will change during puberty and throughout their lives
- Learning and understanding physical development at appropriate stages
- Learning the difference between public and private
- Understanding human sexuality, reproduction, sexual health, emotions and relationships
- Learning about contraception and the range of local and national sexual health advice, contraception and support services
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such a delay and the avoidance of unplanned pregnancy
- Learning to understand issues surrounding gender identity and sexuality
- Understanding the nature of marriage/civil partnership and stable relationships

The Objective of Relationship Education and Relationship and Sex Education

Is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

What do we do at GANF?

Relationship Education and Relationship Sex Education is taught alongside our Personal Social & Health Education (PSHE) programme by form tutors across Key Stages. Each pupil has an allotted PSHE, Relationship Education (primary) and RSE (secondary) lesson within their weekly timetable. Pupils' needs will be assessed before any planning and teaching takes place. This will involve an informal teacher assessment of the age, relative maturity and general learning ability of different classes, followed by the planning of a differentiated curriculum that those pupils will be able to access. This provision will be differentiated and refined further as an ongoing process as the level of pupils understanding is assessed on an individual basis. Teachers will deliver the Relationship Education and RSE curriculum in a way that allows pupils to explore varying viewpoints by ensuring that the information is unbiased and impartial.



In response to any specific individual needs that may arise – for instance, in providing differentiated learning resources for ASD pupils or those with sensory impairment – the RSE Coordinators will liaise where necessary with other service providers.

The teaching of Relationship Education and RSE will adopt different approaches, with a high emphasis on discussion. Visual resources such as appropriate videos and DVDs and books will be used– these are accompanied by teaching materials and enable pupils to debate what they see.

Teachers will identify pupils' individual needs for support and deploy Teaching Assistants and/or additional resources as necessary so that every pupil is enabled to take part in the lesson to the best of his or her ability.

The Relationship Education/RSE Coordinator can be consulted for advice regarding the selection of resources. A considerable bank of resources has been collected and extra resources can be obtained from the Community Nursing Team.

For pupils who have complex learning difficulties the emphasis for RSE will be on expressing ourselves, our choices and emotions, elements of which are taught through daily Circle Time sessions and communication lessons. There will also be a focus on body awareness, which is taught through a range of therapies such as Rebound, Hydrotherapy, Tacpac, physiotherapy routines and multisensory lessons.

Equality

Our Relationship Education and RSE curriculum complements, and is supported by our wider school views on behaviour, inclusion, respect for equality and diversity, and bullying, as a result Relationship Education and RSE contributes to fostering equality and respect throughout school life. It is very important that gender equality is a clear and continuous thread, ensuring that our pupils are provided with a consistent approach to equalities in the curriculum and wider school life. Through our Relationship Education and RSE curriculum we will support our pupils with their understanding of diversity regarding religion, gender, culture and sexual orientation. The RSE curriculum will support the wider school curriculum in working to reduce intolerance and discrimination based on sexual orientation, disability, ethnicity, religion, and gender. The importance of acceptance of difference and diversity will be taught including the promotion of gender equality, the challenge of gender stereotypes and inequality and the promotion of equality in relationships. As a result, we will ensure that all Relationship Education and RSE resources used promote equality and are assessed prior to being used within our curriculum.



Assessment and reporting on learning

In Relationship Education and RSE lessons, teachers will assess progress both formatively (with comments made on pupil work for instance) and summatively (by way of a quiz type assessment of pupil learning at the end of a topic for instance). B Squared and external accreditation is used to monitor and assess pupil progress in PSHE/PSD, the assessment of Relationship Education and RSE is linked to this.

At Sandon pupils are assessed against their PLIMs/personal target documents which are updated termly.

Teachers may wish to make additional formal assessments by picking key learning objectives for selected lessons and evaluate learning against them. It is not just acquired facts that will be assessed, pupils' progress in attaining new skills and reflecting on values will also be monitored too.

What is Effective Relationship Education and Relationship and Sex Education?

Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, to build up their confidence and self-esteem and understand the reasons for delaying sexual activity. It builds up knowledge and skills, which are particularly important today because of the many different and conflicting pressures on young people.

Effective RSE is essential if young people are to make responsible and well informed decisions about their lives. It should not be delivered in isolation. It should be firmly rooted within the framework for PSHE, which lies at the heart of our policy to raise standards and expectations for all pupils.

Relationships Education (Primary), Relationships and Sex Education (RSE - Secondary) involves teaching children about relationships, feelings and mental wellbeing, my body, life cycles, human reproduction and keeping safe. At GANF it is recognised that some pupils may go through puberty at an earlier age and therefore appropriate intervention sessions will be put in place for individuals in these cases. It does not promote early sexual activity or any particular sexual orientation.

Responses to touching of genitals and masturbation

At GANF we are fully aware that our young people are changing and growing and our curriculum reflects the help and support required to tackle sensitive issues and spontaneous issues.

Curiosity in one's own body is part of normal development as is the touch of genitalia and masturbation, which are part of normal sexual behaviour. For many of our young people touching their genitalia may be a way of exploring their bodies, gaining sensory stimulation or enjoyment. This may occur in response to many different stimuli.



Without information and support they may not fully understand what is happening when they touch their bodies, or the different feelings they are experiencing. They may not understand the rules of society naturally their understanding of what behaviour is acceptable may be impaired.

It is important for young people to learn these social rules as behaving inappropriately in public situations can put them at risk and increase their vulnerability.

At GANF, staff work to ensure that young people are taught effectively, they will not impose their own individual views regarding this behaviour and will work with our pupils in order to adopt strategies which take account of an individual's needs and behaviours.

Although this can be challenging, we feel that it is essential to work with a young person as soon as such behaviours become apparent. The overall aim at GANF in relation to masturbation and genital touching will be to support our young people to learn about appropriate behaviours, privacy and hygiene. This will take place through teaching and learning about the concept of public and private, delivering consistent messages in relation to the subject matter as well as to incidents as they occur. Reinforcement of the fact that there are no 'private' spaces within the school environment is maintained.

All staff will be consistent in their approach, agreed actions may incorporate:

- Utilising visual means of showing that it is a 'private time' activity
- Using symbols/flashcards e.g. outlining unacceptable behaviour within the classroom
- Not ignoring behaviour but, at the same time not drawing too much attention to prevent inadvertent behaviour reinforcement

Safeguarding

Should any topic be raised by a pupil that is not part of the lesson the member of teaching staff will discuss with the pupil outside of the lesson time.

If there are any concerns for the pupil safety then the safeguarding team will be informed immediately and other organisations contacted were necessary.

Parents and Carers Right to Withdraw

Parents and Carers will have access to the RSE Policy on the website as well as be given information as to the content of an RSE curriculum before it begins. This will include an invitation to discuss any concerns they may have with the teacher(s) and the opportunity to preview resources etc.



Parents and carers will be reassured that the focus of RSE at GANF is to encourage meaningful discussion about feelings, relationships and values, as well as understand the physical aspects of sex and reproduction, and we will value the input that parents and carers have to make.

They will also be reassured that the personal beliefs and attitudes of teachers will not influence the teaching of RSE, but that they teach in accordance with the school's agreed policy framework and national legislation. However, parents and carers do reserve the right to withdraw their children from all or part of the RSE provided at school, with the exception of the biological aspects covered in the national curriculum science.

Policy Review

GANF considers the Relationship Education, Relationship and Sex Education Policy document to be important and the SLT will undertake a thorough review of both policy and practice each year and report to the Local School Board annually.