

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), Safer, Bailiwick Law Enforcement and The Youth Commission are responsible for delivering aspects of statutory RSE and do so under the guidance of The States' Health, Personal Development and Partnerships Officer (HPDPO).

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 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), The Youth Commission Safer and Bailiwick Law Enforcement. Biological aspects of RSE are taught within the science curriculum and 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), The Youth Commission (appendix 4), Safer (appendix 5) and Bailiwick Law Enforcement (Appendix 6). within PSHCE time are approved and monitored by the States' HPDPO .

PSHCE is a timetabled lesson which takes place once a week for 60 minutes in Remove to Upper Five with the exception of Lower Four who have a 30 minute lesson (SHARE and other agency lessons are one hour and continue through tutor time). 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) and The Prevention of Discrimination (Guernsey) Ordinance (2022). 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 terms 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 were consulted when this policy was developed 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 in line with the school's assessment guidelines.

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

Appendix 1

Topic	Pupils Should Know	Where Covered
Families	That there are different types of committed and stable relationships	Upper Four Lent Upper Five Lent
	How those relationships might contribute to human happiness and their importance for bringing up children	Upper Four Lent Upper Five 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 Five Lent
	Why marriage is an important relationship choice for many couples and why it must be freely entered into.	Upper Five Lent
	The characteristics and legal status of other long-term relationships.	Upper Five Lent
	The roles and responsibilities of parents with respect to raising children, including characteristics of successful parenting.	Remove Lent Upper Four Lent Upper Five 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 in this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.	Upper Four Lent Upper Five Lent
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.	Remove Mich Remove Lent Lower For Lent
	Practical steps they can take in a range of different contexts to improve or support respectful relationships	Remove Mich Remove 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 Mich Remove Lent Lower Four 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 Mich Remove 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 Mich Lower Four Lent
	That some types of behaviour in relationships are criminal, including violent behaviour and coercive control	Lower Five Lent Lower Five Lent Upper Five Lent
	What constitutes sexual harassment and sexual violence and why these are unacceptable	Upper Four Lent Lower Five Lent


	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.	Remove Mich Remove Lent Lower Four Lent (ref throughout)
Online and Media	Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts	Remove Mich Lower Four Lent
	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.	Lower Four Lent Upper Four Trinity
	Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.	Lower Four Lent
	What to do and where to get support to report material or manage issues online	Lower Four Lent Upper 4 Trinity
	The impact of viewing harmful content	Lower Four Lent Upper Five Lent
	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.	Lower Four Lent Upper Five Lent
	That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail time	Lower Four Lent Upper Four Lent Upper Five Lent
	How information and data is generated, collected, shared and used online.	Lower Four Lent Lower Five Trinity
Being Safe	The concept of, and laws relating to sexual consent, sexual exploitation, abuse, grooming, coercion, harrassment, rape, domestic abuse, honour-based violence and FGM, and how these can affect current and future relationships.	Lower Four Lent Upper Four Lent Lower Five Lent Upper Five 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)	Lower Four Lent Upper Four Lent Lower Five Lent Upper Five Lent
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.	Lower Four Lent Upper Four Lent
	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.	Upper Four Lent Lower Five Lent Upper Five Lent
	The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.	Upper Four Lent Lower Five Lent
	That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.	Lower Four Lent Upper Four Lent
	That they have a choice to delay sex or enjoy intimacy without sex.	Upper Four Lent


		Lower Five Lent
	The facts about a full range of contraceptive choices, efficacy and options available.	Upper Four Lent Lower Five Lent
	The facts about pregnancy including miscarriage.	Remove Science Lower Four Lent Upper Four Lent Lower Five Lent
	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).	Lower Five Lent
	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.	Upper Four Lent Lower Five Lent Upper Five Lent
	About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.	Upper Four Lent Lower Five Lent
	How the use of alcohol and drugs can lead to risky sexual behaviour.	Upper Four Lent Upper Five Lent
	How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.	Upper Four Lent Lower Five Lent Upper Five Lent


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 5.

	Remove	Lower Four	Upper Four	Lower Five	Upper Five
Mich 1	Building Positive Relationships	Emotional Wellbeing	Healthy Lifestyles and mitigating risk	Managing Mental Health	My Next Steps
Mich 2	Thinking about my future	My future and what's important to me	Choices for my future	My future workplace	Staying Safe and Healthy
Lent 1	Health and Puberty	Identity and Relationships	Intimate Relationships	Healthy Relationships	Family Life
Lent 2	Community and Belonging	Healthy Choices (Drugs and Alcohol)	Substance use, peer influence and crime	Extremism, violence and coercive control	Communication in relationships
Trinity 1	Spending and Budgeting	Our Britain	Financial Safety Online	Earning, Saving and Investing	
Trinity 2	Staying Safe	Self Esteem	My Guernsey	Risky Behaviours	

Appendix 3

Sexual Health and Relationship Education SESSIONS DELIVERED BY SHARE

YEAR 5

1 Session

- Learners 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. Male & female split.

YEAR 6

2 sessions

- To explore emotions & self-esteem as they relate to growing up. Extend prior knowledge about body changes at puberty, coping with them and accessing help and advice. Males and females are taught separately for this session.
- To promote healthy relationships and a responsible attitude towards parenthood & gently introduce conception, foetal development, and birth.

YEAR 7

2 sessions

- Extend prior knowledge on emotional and physical changes at puberty and related issues & where to access help & advice. Males & females are taught separately for this session.
- Extend prior knowledge on conception, foetal development and birth, parenthood, and family responsibilities.

YEAR 8

2 sessions

- Understanding of healthy relationships; exploring qualities of healthy and unhealthy relationships and furthering knowledge around consent.
- To build knowledge around "sex and the law" & exploring 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 cancers, being body aware and know where to access help and advice, males and females split.
- Healthy relationships, risk taking, and sexual health update. Reminder of where to obtain help and advice.
- To provide up to date information and encourage a mature attitude towards relationships and the digital world.

POST 16

1 session

- Sexual health and relationship update.

Appendix 4



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 0 - 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 need.

PSHCE Lessons

We offer the following PSHE lessons to schools:

Child Sexual Exploitation

We offer Child Sexual Exploitation and Grooming Awareness 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.



Safer

Agency	Year groups	Contact for bookings
Safer Website: www.besafer.gg	6,7,8,9,10,11,Post 16	education@safer.gg 01481 721999

Safer are a non-statutory and independent service that offers help and support to those in the Bailiwick experiencing domestic abuse. They offer both adult and children's services. As well as frontline work, Safer also deliver training, have a 24/7 crisis phone line and a moving on counselling service. As part of their commitment to breaking the cycle of domestic abuse their remit includes the delivery of domestic abuse lessons in schools.

They offer the following sessions in schools –

Year 6: Healthy Friendships/Relationships.

Year 7: What makes a good relationship?

Year 8: Understanding gender roles - myths and stereotypes.

Year 9: Managing conflict and unsafe situations.

Year 10: Healthy and unhealthy relationships.

Year 11: Coercive control.

Year 12: Consent and online relationships.

Year 13: Bystanders and allies.

Safer's children's workers are known as CYPVAs (Children and Young People Violence Advisors). They work 1 to 1 with children and young people aged 4-21 years who are either experiencing domestic abuse in their families or in their own relationships as they get older.

Appendix 6



Digital Safety Development Officer

The Digital Safety Development Officer offers lessons to Years 5 – 9 covering a range of current concerns and trends in the online world. All lessons are 50 minutes long and are accompanied by a family's guide with additional support and resources for parents and carers.

Lesson rationales with cross curriculum links to ICT are available on request.

Year 5 – Digital Footprint

Learning intention: **To be safe and responsible online**

- Understand the rules and terms and conditions of social media, and what the law says
- Identify online behaviours which are harmful
- Know how to report content and who to speak to for support
- Consider their own digital footprint and consent when posting

Year 6 – Digital Citizenship 'What Are The Rules Online?'

Learning intention: **Understand how to act safely, legally and respectfully online**

- Identify examples of harmful language and hurtful comments
- Identify activities which are illegal online
- Suggest rules for respectful online behaviour
- Identify when to ask for help and who can provide support

Year 7 – Cyberbullying

Learning intention: **Recognise Cyberbullying and know how to safely respond**

- Know what cyberbullying is and isn't
- Identify different ways to access support and help
- Know the law in relation to cyberbullying

Year 8 – Sexting and Harmful Sexual Behaviours

Learning intention: **Understand the risks of sexting and sharing nudes**

- Discuss the risks of sexting
- Examine the place of sexting in a relationship (and its lack of value)
- Understand what the law says regarding sexting

- Know how to report images and who to go to for help
- Know how to use the Report Remove tool (Childline)

Year 9 - Sextortion

Learning intention: **Understand the risks of sextortion**

- Understand 'sextortion' and how it happens
- Know the warning signs that you may become a victim of sextortion
- Know how to get help if you are targeted - don't pay, stop, block, get support, report
- Identify language which could be victim blaming