

The British School of Gran Canaria
Relationships and Sex Education
Policy Document



THE BRITISH SCHOOL OF GRAN CANARIA

RELATIONSHIPS AND SEX EDUCATION POLICY

1. Rationale

Relationships and Sex Education (RSE) includes information and guided learning about growing up, changes and reproduction. It also supports students to make and maintain relationships with others, to understand human sexuality and to feel good about themselves and the choices they make. This involves helping students to gain knowledge, develop skills and form positive beliefs, skills and attitudes essential for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

2. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place;
- Prepare pupils for puberty and early adulthood, and give them an understanding of sexual development and the importance of health and hygiene;
- Help pupils develop feelings of self-respect, confidence and empathy;
- Create a positive culture around issues of sexuality and relationships;
- Teach pupils the correct vocabulary to describe themselves and their bodies.

3. Statutory requirements

Within BSGC, relationships and sex education (RSE) is provided to our pupils as per section 34 of the Children and Social Work Act 2017 and in consultation with Spanish education authorities.

We do not have to follow the National Curriculum but offer our pupils a curriculum closely aligned to the National Curriculum, including the teaching of science that contains elements of sex education.

4. Definitions

Throughout this document the following words, terms and phrases have the following meanings:

RSE - Relationship and Sex Education is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

BSGC – The British School of Gran Canaria.

FGM – Female Genital Mutilation

PSHE – Personal, Social and Health Education.

Board of Governors – the elected body that guides the direction and development of the school.

Sectors – the term used for different parts of the school, usually differentiated by age of the pupils taught or work related responsibility.

Primary – the sector of the school for pupils aged 3-11.

Secondary – the sector of the school for pupils aged 11-18.

Head – the head teacher of the school.

Primary Heads – staff with specific and assigned responsibility of the two primary sectors of the school.

Secondary PSHE Coordinator – the secondary teacher with assigned responsibility for the design, delivery and provision of PSHE, including RSE, within the secondary sector.

5. Curriculum

The outline RSE curriculum is set out as per Appendix 1, although it may be adapted as and when necessary if pupils ask questions outside the scope of this policy. Teachers will respond in an appropriate manner so students are informed and do not need to seek answers online.

If significant or repeated issues occur within school and its community these can be addressed through the curriculum.

6. Delivery of RSE

RSE is taught within the personal, social and health education (PSHE) curriculum in Primary and Secondary and related lessons.

Biological aspects of RSE are taught within the science curriculum.

Pupils may also receive stand-alone PSHE related workshops delivered by a trained health and/or relationships professionals.

Sex education is taught as part of the statutory science curriculum in Primary and Secondary. In Primary, in the older year groups this focuses on puberty and the changes that this encompasses, as well reproduction and conception.

BSGC Primary RSE focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RSE curriculum, see Appendices 1 and 2.

BSGC Secondary RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 and 3.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances. Consideration should be given to the fact that the BSGC community may include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.

7. Roles and responsibilities

- Board of Governors - The Governors will approve the RSE policy, and hold the Head to account for its implementation.
- Head - The Head is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE.
- Staff with RSE Responsibility - Primary Heads and the Secondary PSHE Coordinator are responsible for organising and coordinating the delivery of RSE within their sector. This will involve the monitoring of delivery and organisation of relevant additional workshops to enhance this provision.
- Staff – teachers who deliver RSE (and PSHE) are responsible for:
 - Delivering RSE in a sensitive way;
 - Modelling positive attitudes to RSE;
 - Monitoring students’ progress by reflection and summative assessments ;
 - Responding to the needs of individual pupils;
 - Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE.
- Students - Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8. Parents’ right to withdraw

The school’s RSE Policy and outline curriculum will be posted on the school’s website for parents’ information.

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE. (See Appendix C for details).

Parents of Secondary pupils have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing and addressed to the Head.

A copy of withdrawal requests will be placed in the pupil’s educational record. The Head will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff training on the delivery of RSE is included in our continuing professional development calendar.

10. Policy Monitoring

This policy will be reviewed by every three years or when legislation changes. At every review, the policy will be approved by the Board of Governors.

11. Inclusion and SEND

The British School of Gran Canaria considers individual student needs in all its teaching, especially so with sensitive curricula content, to ensure that all students have access to the learning.

12. Equality

The British School of Gran Canaria promotes respect for all and we value each student as an individual. We also respect the right of our students, their families and our staff to hold beliefs, religious or otherwise, that may be in tension with aspects of RSE and Health Education. These differences will be recognised and acknowledged, within the framework of tolerance, equity and open-mindedness.

Appendices

Appendix A – By the end of primary school pupils should know

Topic	Pupils should know
Families and people who care about me	<ul style="list-style-type: none"> ○ That families are important for children growing up because they can give love, security and stability. ○ The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives . ○ That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. ○ That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. ○ That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. ○ How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	<ul style="list-style-type: none"> ○ How important friendships are in making us feel happy and secure, and how people choose and make friends. ○ The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. ○ That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. ○ That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. ○ How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	<ul style="list-style-type: none"> ○ The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. ○ Practical steps they can take in a range of different contexts to improve or support respectful relationships. ○ The conventions of courtesy and manners. ○ The importance of self-respect and how this links to their own happiness. ○ 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 those in positions of authority. ○ About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. ○ What a stereotype is, and how stereotypes can be unfair, negative or destructive. ○ The importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<ul style="list-style-type: none"> ○ That people sometimes behave differently online, including by pretending to be someone they are not.

	<ul style="list-style-type: none"> ○ That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. ○ The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. ○ How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. ○ How information and data is shared and used online.
Being safe	<ul style="list-style-type: none"> ○ What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). ○ About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. ○ That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. ○ How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. ○ How to recognise and report feelings of being unsafe or feeling bad about any adult. ○ How to ask for advice or help for themselves or others, and to keep trying until they are heard. ○ How to report concerns or abuse, and the vocabulary and confidence needed to do so. ○ Where to get advice e.g. family, school and/or other sources.

Appendix B – By the end of secondary school pupils should know

Topic	Pupils should know
Families	<ul style="list-style-type: none"> ○ That there are different types of committed, stable relationships. ○ How these relationships might contribute to human happiness and their importance for bringing up children. ○ 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 unregistered religious ceremony. ○ Why marriage is an important relationship choice for many couples and why it must be freely entered into. ○ The characteristics and legal status of other types of long-term relationships. ○ The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. ○ 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.
Respectful relationships, including friendships	<ul style="list-style-type: none"> ○ 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 relationship. ○ Practical steps they can take in a range of different contexts to improve or support respectful relationships. ○ 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). ○ 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.

	<ul style="list-style-type: none"> ○ About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. ○ That some types of behaviour within relationships are criminal, including violent behaviour and coercive control. ○ What constitutes sexual harassment and sexual violence and why these are always unacceptable. ○ 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.
Online and media	<ul style="list-style-type: none"> ○ Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. ○ 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. ○ Not to provide material to others that they would not want shared further and not to share personal material which is sent to them. ○ What to do and where to get support to report material or manage issues online. ○ The impact of viewing harmful content. ○ That specifically sexually explicit material e.g. pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. ○ That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. ○ How information and data is generated, collected, shared and used online.
Being Safe	<ul style="list-style-type: none"> ○ The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. ○ 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).
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> ○ 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. ○ 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. ○ The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women. ○ That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. ○ That they have a choice to delay sex or to enjoy intimacy without sex. ○ The facts about the full range of contraceptive choices, efficacy and options available. ○ The facts around pregnancy including miscarriage. ○ 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). ○ 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. ○ About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.

- How the use of alcohol and drugs can lead to risky sexual behaviour.
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

Appendix C – Sex Education and the right to withdraw students

In Secondary, parents have the right to withdraw their children from the following components of Sex Education within RSE (see Part H. *Parents’ right to withdraw*):

Year Group	Topic	Unit	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
Year 8	Changing Me	4. Does watching pornography help people to understand relationships?	<ul style="list-style-type: none"> • I know that pornographic images do not reflect reality • I know how pornography can impact on expectations and self-image 	<ul style="list-style-type: none"> • I recognise the role of pornography in society • I understand the negative influence pornography can have on relationships
Year 9	Relationships	3. Porn - is it real?	<ul style="list-style-type: none"> • I understand that pornography and some media images give a false impression of sex and sexual relationships • I can challenge stereotypical ideas of ‘ideal’ males and females • I know about sex and the law as applied to online and social media 	<ul style="list-style-type: none"> • I am reassured that my adolescence is normal for me
		5. Consequences of unprotected sex	<ul style="list-style-type: none"> • I understand that there are consequences if I choose to have unprotected sex • I know about different sexually transmitted infections • I know about sexual health clinics and how to access help and support if I have unprotected sex 	<ul style="list-style-type: none"> • I know some of the options available if I have unprotected sex

Year 11	Relationships	ITS / Métodos anticonceptivos y preventivos	<ul style="list-style-type: none"> • Repaso a las ITS (infecciones de transmisión sexual, síntomas, consecuencias, tratamientos. • Métodos anticonceptivos y preventivos. Uso adecuado y características. • Uso correcto del preservativo. • El preservativo
		No es Porno, todo lo que reluce.	Taller destinado a la población adolescente y juvenil donde se analizan los mensajes que se transmiten a través del contenido pornográfico y los efectos que este tipo de material pueden llegar a tener a la hora de establecer relaciones afectivo-sexuales.

Appendix D – Documents that inform the school’s RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)