



IBSTOCK PLACE SCHOOL

Relationships and Sex
Education Policy
2020-21

Senior School

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Relationships and Sex Education (RSE) Policy

Senior School



Scope

1. This policy is addressed to the Senior Management Team; to all members of the teaching and pastoral staff, including the School Nurse; and, on request, to parents and pupils. The Policy is published on the portals section of the School website.

Introduction

2. The Sex Education Forum defines RSE as follows: “Relationships and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.” Ibstock Place School endeavours to follow this approach.
3. Ibstock Place School has always included elements of RSE within the School’s Tutorial/ PHSE programme. Our delivery of RSE is informed by the June 2019 guidance for Schools on ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education’. Additionally, we are guided by the Equality Act (2010) and the SEND Code of Practice (2014). The recent statutory guidance sets out the requirement for RSE content to be delivered within a board and balanced curriculum.
4. This policy covers the School’s approach to teaching RSE. It is informed by the statutory guidance referred to above and by PSHE Association Guidance. Further guidance was taken from other external RSE specialist organisations such as *Brook*, *School of Sex Ed and Teen Tips*. It also has regard to other relevant legislation and statutory guidance in *Keeping Children Safe in Education* (2020).

Rationale and Ethos

5. At Ibstock Place School, we see RSE as just one part of a lifelong process of learning about relationships, emotions, sex, sexuality and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.
6. We also recognise that our School community is made up of a diverse range of families with different religious and cultural backgrounds. We understand that our pupil’s knowledge of relationships and sex may be varied. As a School we plan for this by ensuring that a broad range of perspectives on relationships and sex are explored through our curriculum without bias; and within the teaching of these areas ‘respect’ and ‘choice’ are modelled as key values.

7. Effective RSE does not encourage early sexual experimentation. It aims to teach young people to understand human sexuality and to respect themselves and others. It should enable young people to mature, build their confidence and self-esteem and support them to develop safe, fulfilling and healthy sexual relationships, at the appropriate time. We aim to impart knowledge about safer sex and sexual health to ensure that our pupils are equipped to make safe, informed and healthy choices as they progress through adult life. This will be delivered in a non-judgemental, factual way and allow scope for pupils to ask questions in a safe environment.

Aims

8. Our overarching aim in RSE is to give our pupils the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. Our teaching of RSE should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. We aim to teach what is acceptable and unacceptable behavior in relationships, to help pupils understand the positive effects that good relationships have on their mental wellbeing and to identify when relationships are not right and understand how such situations can be managed.
9. An additional aim of RSE is to ensure a strong partnership between home and School. Parents are key figures in helping their children to cope with the emotional and physical aspects of growing up and preparing them for the challenges and responsibilities which sexual maturity brings. During the consultation process for this policy parents were encouraged to complete a questionnaire (Oct 2019) that provided their perspectives on RSE and the views of our parents have been incorporated into this policy. As such, the programme and this policy was developed in consultation with the school community. It should be read in conjunction with the following school policies:
 - IPS Child Protection Policy
 - PSHCE Policy
 - Mental Health and Wellbeing Policy
 - Anti-Bullying and Cyber-bullying Policy
 - Equal Treatment Policy

Responsibilities

10. Ultimate responsibility for the School's RSE policy lies with the School's Governors, and this policy is subject to review and approval by the Governing Body to ensure it is compliant. In School, the Deputy Head (Pastoral) is responsible for the implementation and review of the policy, supported by the School Nurse, Head of PVI and Head of VI.

Sexual Health and Relationships Education Programme

11. The RSE education programme at Istock Place School takes place in both mixed and single sex groups providing opportunities for pupils to explore issues both within and between gender groups.

12. The programme aims to present facts in an objective, balanced and sensitive manner, within a framework of values which emphasises the importance of caring and loving relationships. Pupils are encouraged to consider self-restraint, dignity, and acceptance of responsibility, self-respect, and respect and sensitivity towards the needs and values of others.
13. In the Senior School, Sexual Health and Relationships Education forms part of the Tutorial Programme which is planned and co-ordinated by the Deputy Head (Pastoral). Much of the teaching takes place during Tutorial Programme time and is delivered by House Tutors, the School Nurse and external health professionals. The programme is supplemented by visiting speakers and organisations, including Brook and School of Sex-Ed, with whom the School have created a strong link with in recent years. A significant amount of RSE is covered in the Biology curriculum (S7-PVI) but in addition, each Faculty understands it has a role to play in delivering this element of the curriculum and its coverage extends into the co-curricular life of the School.
14. The School recognises that parents and/or carers play a key role in teaching their children about relationships and sex. The school aims to work with partners and carers to support them in preparing their children for happy and fulfilled relationships in adult life.

Equality

15. Schools are required to comply with relevant requirements of the Equality Act 2010 and must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for the provision of RSE and other subjects.
16. We will consider whether it may be appropriate or necessary to put in place additional support for pupils with particular protected characteristics. We will also be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled.
17. **Pupils with special educational needs and disabilities (SEND):** RSE must be accessible for all pupils and high quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. The School will refer to the SEND code of practice, where appropriate, and will also be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. RSE can be particularly important for those with social, emotional and mental health needs or learning disabilities, and such factors will be taken into consideration when designing and teaching the RSE curriculum.
18. **Lesbian, Gay, Bisexual and Transgender (LGBT+):** In teaching RSE, we will ensure that the needs of all pupils are appropriately met and that all pupils understand the importance of equality and respect. All teaching will be sensitive and age appropriate, in both approach and content.

Dealing with Sensitive Issues and Effective Practice

19. The RSE programme includes topics which have complex personal and moral dimensions as well as legal considerations. In order that pupils can make informed decisions which affect their health it is important that these issues and others can be openly discussed and explored.
20. It is essential that discussions of this nature take place in a supportive environment in which respect for the views, cultures and religious beliefs of others is shown and clearly understood. The following ground rules for discussion must always precede any classroom discussion where sensitive issues may be raised:
 - *Right to privacy:* The right to pass: all pupils have the right to privacy and may decline to participate in all or parts of the discussion. Pupils and teachers should not be asked to discuss personal experience.
 - *Questions:* Pupils and teachers should not be asked to answer personal questions. If questions become too personal pupils should be reminded of the ground rules.
 - *Listening with respect:* All contributions must be listened to respectfully and without fear of ridicule.
 - *Trust and Confidentiality:* Although pupils may wish to talk about the issues after the lesson is over, pupils must not make the contributions of individual pupils a matter of discussion outside the classroom.
 - *Care and compassion:* Pupils are expected to show care and compassion to each other when pupils share personal feelings and experiences.
21. In the discussion of sensitive issues, the teacher takes on the role of a neutral chairperson who provides accurate information to counter prejudice and ignorance, guides the course of the discussion, and ensures that the rules of debate are followed and promotes respect for others and self-esteem. The teacher need not disclose his own beliefs or views and may decline to do so as these are personal and confidential matters.
22. Staff (including visiting speakers/presenters) must share any concerns of a safeguarding nature with the School's Designated Safeguarding Lead or the Deputy Safeguarding Lead in line with the School's Child Protection Policy.

Safeguarding

23. All staff are trained in child protection and are aware of the School's reporting procedures for safeguarding concerns. The DSL/event organiser will contact the visiting organisations and speakers to clarify the School's safeguarding procedures. In addition to this, visiting speakers are provided with a Safeguarding key contact card on arrival to IPS. Please see the *Visiting Speakers Policy* for further details

Monitoring, reporting and evaluation

24. Staff are given an opportunity to reflect critically on delivery of the RSE curriculum through an online feedback document and in discussion with their respective Housemaster or the Deputy Head (Pastoral).

Pupil voice will be influential in adapting and amending planned learning activities. Pupils are asked to provide feedback through an online form at the conclusion of each Tutorial Day, issues/ideas raised that stem from this feedback are integrated in future programme planning and decision making. School Council provides another forum for views to be shared.

Parent's right to withdraw

25. Parents/carers share the responsibility with the school for nurturing their child's understanding of RSE and as such we would like to encourage that discussions around content in RSE lessons are had at home as well. With this in mind, we aim to inform parents/carers as and when pupils are due to study RSE content so that parallel conversations about RSE can happen at home.
26. Parents/carers also have a right to withdraw their child from aspects of the RSE curriculum up to three terms before their child turns 16, except where the content is being covered as part of the National Curriculum for Science.
27. If parents/carers would like to activate this right, they should contact the Deputy Head (Pastoral) to discuss the parts of the RSE curriculum that they would like their child to be removed from. A note will be placed on the pupil's file.

Counselling and Guidance

28. The School Nurse who is a health professional provides counsel and advice to individual pupils on sexual matters.
29. Teachers are also significant adults in a child's life and may be approached for information, help or guidance. It is important for teachers to recognise that in seeking to help and advise young people, while some questions can be answered in an open and honest way, they do not have to either answer all questions or reveal their own sexual orientation.
30. Where appropriate, teachers who are approached for specific advice from individual pupils about sexual behaviour should encourage pupils to seek advice from his or her parents and an appropriate health professional, such as the School Nurse, or the pupil's GP.

Monitoring and review

31. The Deputy Head (Pastoral) and the Senior Management Team will monitor the working of the policy in line with current Department for Education advice and reviewed every September.

Reviewed by

Mr J-D Price
Deputy Head (Pastoral)
March 2021

RSE Curriculum Overview

Year Group	Sex and Sexual Health	Relationships	Health Education (Physical and Mental Health)
Senior 7	Puberty and Health and hygiene Brook Talk Up-Front Theatre interactive production looking at puberty, hygiene and what makes a healthy relationship	Friendship and Kindness Identity (link to equality act) Digital Resilience Bullying-The Power of a Group Cultural Diversity Working Together Families and Marriage British Values with focus on the importance of law.	Hygiene and Physical Health and Fitness What is Wellbeing and Mental Health? Now and Beyond Day- Mental Health Activities
Senior 8	Sexting- 'Just Send it'. Looking at consent, personal choice resilience. Sexting and the law. Grooming Healthy Relationships and the negative impact of Pornography- Isla Van Tricht	Tech Control- Live your Life Incoming Message- Text Bullying Body Image/Self Esteem Trans/homophobic bullying Extremism/Fundamentalism	Dangers of Smoking/Vaping Introduction to safety around Drugs and Alcohol- DSM Self Esteem- building confidence Now and Beyond Day- Mental Health Activities Health and Nutrition
Senior 9	Sexual Online Grooming- Murder Games Sexting and the Law Sexual consent and the Law Contraception How peer pressure/drugs and alcohol lead to riskier behaviours	Gender Stereotypes Sexuality/ LGBT+ Drugs-Peer Pressure- DSM Foundation Racism	"I Love you Mum, I promise I won't die"- Theatre Production (Drugs and Alcohol abuse) "A day in the life." (Mental Health) Mental Health- anxiety in teens Now and Beyond Day- Mental Health Activities
Senior 10	Damaging influence of Pornography Bold Voices: Thinking About Gender Inequality Sexual Harassment and Sexual and Gender based Violence Consent	Sexuality (Focus on Transgender) Tech Control Good Lad Initiative- gender stereotypes Homophobia Masculinity and Feminism	Basic First Aid Motivation Confident Teens Course (anxiety/body confidence) Yoga (Wellbeing) Now and Beyond Day- Mental Health Activities- Relaxation Techniques Now and Beyond Day- Mental Health Activities

PVI	Bold Voices - Gender Based Violence and Gender inequality talk/workshop Victim Blaming: Double standards, Slut Shaming,	Peer pressure Gender stereotypes – “Good lad” initiative Chris Hemmings- How to be a Man. (Macho Culture)	Now and Beyond Day- Mental Health Activities Dave Chawner- Comedy for Coping Now and Beyond Day- Mental Health Activities Coping with Exam Stress
VI Form	Reproductive and Sexual Health (School of Sex Ed) Abortion Miscarriage STIs	Bold Voices Workshop- Gender Based Violence/Gender Inequality talk/workshop Preparing Teens for the unspoken at University	Daniel Spargo Mabbs- Drugs and Alcohol Awareness Talk (festival scene/university). Now and Beyond Day- Mental Health Activities Nutrition BEAT

Correct at the time of publication- subject to regular review and adaptation to respond to prevailing needs

IPS Tutorial Programme



Autumn
Term 2020

Statutory Changes to RSE

You may be aware that the Government has made Relationship and Sex Education a requirement in all Schools during this academic year. We have always had outstanding provision in this area but have bolstered this in line with the guidance. Schools have a requirement to focus on: family relations and marriage, sexual and gender equality, healthy relationships, consent, pornography, risky behaviours, sexual exploitation and the law. The table below details the curriculum in each year group (S7-S10).

Year Group	Term	Topic
Senior 7	Autumn	Family relationships, marriage, digital resilience, identity
	Spring	Puberty and health, healthy relationships, peer pressure
Senior 8	Autumn	Body Image and self-esteem
	Spring	Sexual orientation, identity, homophobic bullying, drugs and alcohol awareness, sexting
Senior 9	Autumn	LGBTQ+ awareness, online grooming, sexual exploitation, racism
	Spring	Consent, STIs and contraceptive choices, love and commitment, drugs and alcohol awareness and risky behaviours
Senior 10	Autumn	LGBTQ+ (with focus on Transgender identity)
	Spring	Pornography

Parents are reminded that pupils can be excused from some or all of the Sex Education delivered as part of RSE. There is no right to withdraw your child from Relationships Education or Health Education. Please contact jdprice@ibstockplaceschool.co.uk if you require further details.

Planning for IPS 'Identity Week'

IPS are in the midst of planning for 'Identity Week' which is due to take place during the Spring Term. The week will be a cross curricular initiative which plans to explore race, gender, sexuality and challenge stereotypes, stigma and prejudice. We are grateful to a group of pupils who have volunteered to be part of the School's first 'Diversity Committee' who are helping with the planning of this week. I look forward to sharing more details about this initiative with parents in the Spring Term edition of this newsletter.

Autumn Term Tutorial Programme –Friday 30 October

Senior 7: *Identity*- The Senior 7s will discuss the concept of what it is to be a good friend and the importance of self-identity before a session which focuses on digital resilience. What makes for good family relationships is followed by a session on cultural identity, and pupils will engage in a session on the structure of British Government and Monarchy. Pupils will also have the opportunity to learn CPR under the expert guidance of our School Nurse.

Senior 8: *Staying in control*- There is a focus on mental health and self esteem, whilst the day also tackles the dangers of smoking and vaping as well as addressing online bullying and the hurt it can cause. The day also encourages pupils to focus upon digital resilience and strategies to manage tech addiction.

Senior 9: *Staying Safe and aware*- The pupils begin their day watching 'Murder Games'. It tells the true story of Breck Bednar, a 14-year-old schoolboy who was lured to his death after being groomed online by Lewis Daynes. It is not an 'easy-watch', deliberately so, and the pupils will break-off into small discussion sessions after the film in order to share their views on Breck's story. Pupils will continue with the focus they have had during BHM with a presentation and workshop on Racism. The final two sessions of the day focus upon sexual exploitation and increasing awareness around LGBTQ+, particularly in-light of the emergence of the School's new *Pride Society*.

Senior 10: *Resilience*- Pupils will engage in a session on mental health: the session aims to promote pupils' wellbeing through the development of healthy coping strategies and empathy skills. Pupils will then reflect on extremism: the causes of it and how to address concerns over it in a positive and productive way. Pupils will then engage in a session on fraud, which encourages them to recognise the signs of manipulation, persuasion or coercion. The focus then shifts to transgender identity. In the afternoon S10 are joined by a guest speaker, Chris Hemmings (see below)

Please check the Senior Tutor's Blog in the w/b 2 November for links to the key materials used in the sessions. You will be sent an email to confirm when this has been posted.



Chris Hemmings will be speaking to S10, PVI and LVI on 30 October. Chris is an Author, Broadcaster and Journalist. In 2017 he published a book called: '*Be A Man - How macho culture damages us and how to escape it*'. The book looks at the myriad of ways in which the male pursuit of dominance damages men, women, boys and girls both physically and mentally. Chris addresses the issue of toxic masculinity, drawing on his own life experience to make the message relatable teens. I am grateful to *Ella Peters (LVI)* for initiating this link. We look forward to welcoming Chris to IPS.