

## RELATIONSHIPS AND SEX EDUCATION

CURRENT POLICY REDRAFT/AMENDMENTS		<i>If Yes please provide brief details of changes below and highlight changes in yellow.</i>	
NEW POLICY		AUTHOR	Lauren Barrett
LAST REVIEWED		NEXT REVIEW, please only use the 3 dates, this will ensure policies always remain in date throughout the term.	31 <sup>st</sup> December
REVIEW CYCLE, please state 1, 2, 3 years		TO BE RATIFIED BY TRUSTEES	Yes
		TO BE RATIFIED BY THE LGB	No, LGB to note.
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Name of LiFE MAT School:	IBSTOCK SCHOOL		

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## 1. 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 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

Our RSE provision reflects **OUR** wider values:

- **Opportunity:** opportunities to discuss wider topics and issues in a safe environment and the opportunity to discuss future education and career possibilities.
- **Understanding:** develop an understanding of our community and wider world, as well as understanding more about who we are and what our own morals and values are.
- **Responsibility:** understand the responsibilities we have to look after our minds and bodies, promote diversity and inclusion and to challenge discrimination.

## 2. Statutory requirements

As a secondary academy, we must provide RSE to all pupils under section 34 of the Children and Social Work Act 2017.

In teaching RSE, we're required by our funding agreements to have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Ibstock School, we teach RSE as set out in this policy.

### 3. Policy development

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. **Review** – a member of SLT pulled together all relevant information including relevant national and local guidance.
2. **Staff consultation** – all school staff were given the opportunity to look at the policy and make recommendations.
3. **Parent/stakeholder consultation** – parents/carers and any interested parties are consulted annually on the content delivered in RSE through PSHE lessons.
4. **Pupil consultation** – we investigated what exactly pupils want from their RSE.
5. **Ratification** – once amendments were made, the policy was shared with governors and noted.

### 4. Definition

RSE 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.

### 5. Curriculum

Our RSE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers upon request.

## 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the Science curriculum. Our PSHE curriculum is delivered fortnightly in timetabled lessons by our trained teachers. Where possible PSHE is delivered by each group's Form Tutors. As these are the people who have the greater knowledge of individual pupils and their backgrounds, they are best placed to consider the needs of all, such as adapting lessons, having discussions with pupils prior to lessons about any content which is potentially triggering, and adapting content to support pupils with SEND. Students requiring additional support with a topic are identified by PSHE teachers and supported by the PSHE lead.

Our fortnightly PSHE lessons are supplemented by weekly activities delivered during Tutor Time. These activities are planned alongside our PSHE curriculum to allow pupils the opportunity to build on the information and skills in lessons and to consider wider issues. These activities are also delivered by their Form Tutor.

Aspects of sex education are embedded within our curriculum and taught across a variety of units. Please see Appendix 1 for specific information about this.

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 2.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

### 6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
  - Safe and supported
  - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole- class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- Give careful consideration to the level of differentiation needed

## 6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

## 7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with pupils' developmental stage
  - Comply with:
    - This policy
    - The Teachers' Standards
    - The Equality Act 2010
    - The Human Rights Act 1998
    - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses

- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

## **8. Roles and responsibilities**

### **8.1 The governing board**

The Trust board will approve the RSE policy and hold the headteacher to account for any of its contextual changes and implementation.

### **8.2 The headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 9).

### **8.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modeling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Our PSHE Curriculum Lead is Lauren Barratt

Our staff have all completed RSE training and receive regular information about additional training and resources to support their delivery of RSE. Staff are supported by the PSHE Curriculum Lead.

## **8.4 Pupils**

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

## **9. Parents' right to withdraw**

Parents/carers have the right to withdraw their child from the non-statutory 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 by contacting the Headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents/carers and take appropriate action, including sharing curriculum information and resources with parents to support an informed decision, and providing an alternative timetable for pupils during lessons including non-statutory elements of RSE. Specific details of when statutory and non-statutory content is provided in Appendix 1.

Alternative school- work will be given to pupils who are withdrawn from sex education. There is no right to withdraw from Relationships Education or Health Education.

## **10. Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE. Resources from organisations such as Brook, the PSHE Association and the Home Office are used to support staff's continued professional development.

## **11. Monitoring arrangements**

The delivery of RSE is monitored by Lauren Barratt, through:

- Staff and student voice
- Drop-ins to quality assurance the teaching of RSE
- Book looks

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by a Director of School Improvement for LiFE Multi-Academy Trust and approved by the Trust Board annually.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

<u>Year 7 PSHE Individual Lesson Map</u>				
<b>Autumn 1:</b> Transition and Safety	Lesson: Managing the Challenges of a New School and Establishing Friendships.	Lesson: Improving Study Skills (including strengths and areas for development).	Lesson: Personal Safety and Travel Safety (including how to respond in an emergency).	
<b>Autumn 2:</b> Developing Skills and Aspirations.	Lesson: First Aid Training	Lesson: Enterprise Skills and Careers.	Lesson: Equality of Opportunity.	Lesson: Challenging Stereotypes .
<b>Spring 1:</b> Diversity.	Lesson: Identity, Rights and Responsibilities.	Lesson: Living in a Diverse Society and Challenging Prejudice, Stereotypes and Discrimination.	Lesson: All About Bullying and Staying Safe Online.	
<b>Spring 2:</b> Health and Puberty.	Lesson: Healthy Lifestyle Choices and Managing Influences (caffeine, smoking and alcohol)	Lesson: Managing Physical and Emotional Changes and Personal Hygiene.	Lesson: Unwanted and Inappropriate Contact Including FGM.	
<b>Summer 1:</b> Building Relationships.	Lesson: Self Worth and Confidence (including media stereotypes and 'Instagram vs. Reality')	Lesson: What Makes a Relationship Positive or Unhealthy? (Including media stereotypes)	Lesson: Evaluating Expectations of Romantic Relationships and Seeking and Communicating Consent.	
<b>Summer 2:</b> Financial Decision Making.	Lesson: Opening a Bank Account and keeping financial information secure.	#Lesson: Spending (being a consumer), Saving and Budgeting.	Lesson: Safe Use of Apps.	

<u>Key</u>	
	Topics which may link to elements of the "Intimate and sexual relationships, including sexual health" element of RSE, but are not taught as sex education within our PSHE curriculum. There is no right to withdraw from these lessons.
	Lessons which can be viewed as sex education, from which parents may be able to withdraw their children, following a meeting with the head teacher.



<u>Year 8 PSHE Individual Lesson Map</u>				
<b><u>Autumn 1:</u></b> Alcohol and Drug Use.	What is a Drug (medicinal and reactional)? Why do people misuse Drugs?	Smoking and Alcohol.	Consequences of Misusing Drugs and Alcohol (including case studies) and Promoting Positive Social Norms.	
<b><u>Autumn 2:</u></b> Community and Careers.	Equality of Opportunity in Life and Work.	Challenging Stereotypes and Discrimination in Relation to Work and Pay.	Career Opportunities (employment, self-employment and voluntary work).	Setting Goals and Challenging Expectations.
<b><u>Spring 1:</u></b> Discrimination.	Managing Influences on Beliefs and Decisions including Group-Think and Persuasion.	Gender Identity, Transphobia and Gender Discrimination (including recognising and challenging).	Recognising and Challenging Racism and Religious Discrimination.	
<b><u>Spring 2:</u></b> Emotional Wellbeing.	Attitudes to Mental Health and Addressing Myths and Stigma.	Daily Wellbeing including Managing our Emotions and Developing Digital Resilience.	Healthy and Unhealthy Coping Strategies (self-harm, eating disorders). Include Bereavement.	
<b><u>Summer 1:</u></b> Identity and Relationships.	Positive Behaviours in Healthy Relationships.	Consent, Developing Relationships and the Risks of Sexting.	Introduction to Contraception.	
<b><u>Summer 2:</u></b> Digital Literacy.	Safe Use of Social Media including Online Grooming and how to use sites safely.	Misleading Information Online and Online Security.	Online Gambling.	

<u>Key</u>	
	Topics which may link to elements of the “Intimate and sexual relationships, including sexual health” element of RSE, but are not taught as sex education within our PSHE curriculum. There is no right to withdraw from these lessons.
	Lessons which can be viewed as sex education, from which parents may be able to withdraw their children, following a meeting with the head teacher.

<b>Year 9 PSHE Individual Lesson Map</b>				
<b>Autumn 1:</b> Peer Influence, Substance Use and Gangs.	Healthy and Unhealthy Relationships (recognising passive, aggressive and assertive behaviour and communicating assertively).	Gangs and County Lines (Drugs).	Knife Crime.	
<b>Autumn 2:</b> Setting Goals.	Transferable Skills, Abilities, Interests and Setting Goals.	Types of Employment and Career Pathways.	About GCSE and Post -16 Options and Skills for Decision -Making.	Different Types of Families and Parenting.
<b>Spring 1:</b> Respectful Relationships.	Positive Relationships in the Home and Reducing Homelessness amongst Young People.	Conflict and its Causes and Conflict Resolution.	Managing Relationship and Family Changes (including relationship breakdown, separation and divorce) and Accessing Support.	
<b>Spring 2:</b> Healthy Lifestyle.	Relationships Between Physical and Mental Health and How to Balance Work, Leisure and Sleep.	Making Healthy Eating Choices and Managing Influence on Body Image.	Taking Responsibility for Physical Health including Self -Checks.	
<b>Summer 1:</b> Intimate Relationships.	Your Right and Capacity to Consent and Intimacy Without Sex.	STIs, Contraception and Consequences of Unprotected Sex.	Are Relationships in Porn and the Media Realistic? How to Assess the Risks of Sharing Sexual Images.	
<b>Summer 2:</b> Employability Skills.	Young People's Employment Rights and Responsibilities.	Skills for Enterprise and Employability including Giving and Acting Upon Constructive Feedback and Habits and Strategies to Support Success.	Your Online Personal Brand and Accessing Support Online.	

<b>Key</b>	
	Topics which may link to elements of the "Intimate and sexual relationships, including sexual health" element of RSE, but are not taught as sex education within our PSHE curriculum. There is no right to withdraw from these lessons.
	Lessons which can be viewed as sex education, from which parents may be able to withdraw their children, following a meeting with the head teacher.

Year 10 PSHE Individual Lesson Map				
<b>Autumn 1:</b> Mental Health.	Managing changes during adolescence.	Signs of emotional or mental ill-health and accessing support (including during times of Change, Loss and Grief).	Reframing negative thinking and Strategies to promote mental health and emotional wellbeing (including challenging stereotypes and misinformation).	
<b>Autumn 2:</b> Financial Decision Making.	Budgeting and Evaluating Saving Options.	Preventing and Managing Debt (including understanding credit rating and pay-day lending).	How your data is used, law, fraud and cybercrime.	Managing influences related to gambling and the relationship between gambling and debt.
<b>Spring 1:</b> Healthy Relationships.	Relationship values (including myths, assumptions and misconceptions about sex, gender and relationships), the role of pleasure, abstinence, celibacy and asexuality.	Opportunities and risks of online relationships.	Consent and coercion and the impact of the media. Recognising and challenging victim blaming.	
<b>Spring 2:</b> Exploring influence.	Positive and negative role models.	Impact of drugs and alcohol on personal decision making and on the wider community (including families). Seeking help for substance use and addiction.	Managing media and peer influences in relation to gangs. Staying safe and exit strategies.	
<b>Summer 1:</b> Addressing extremism and radicalisation.	The Equality Act and inclusion and belonging in communities. Safely challenging discrimination.	How social media influences beliefs and opinions. Managing conflicting views and misleading information.	Recognising and responding to extremism and radicalisation.	
<b>Summer 2:</b> Work Experience	Opportunities in work, evaluating strengths and overcoming challenges/ adversity.	Responsibilities in the workplace, including health and safety and having a positive online presence.	Evaluating work experience and Building on the Learning.	

Key	
	Topics which may link to elements of the “Intimate and sexual relationships, including sexual health” element of RSE, but are not taught as sex education within our PSHE curriculum. There is no right to withdraw from these lessons.
	Lessons which can be viewed as sex education, from which parents may be able to withdraw their children, following a meeting with the head teacher.

<b><u>Year 11 PSHE Individual Lesson Map</u></b>				
<b><u>Autumn 1:</u></b> Building for the Future	Self-efficacy including motivation, perseverance and resilience and maintaining a healthy self-concept.	Stress management (inc. nature, causes and effects and management).	Future opportunities (positive and safe ways to create content online and balancing time online).	
<b><u>Autumn 2:</u></b> Next Steps	Post-16 and career pathways).	Application Processes including CVs, personal statements and interview technique).	Skills for further education (inc. using feedback constructively, SMART targets, revision techniques, work/life balance).	Employment and career progression (maximise employability, rights, responsibilities and challenges to working whilst studying).
<b><u>Spring 1:</u></b> Communication in Relationships	Personal values (core values and emotions, identity, gender expression, sexual orientation).	Assertive communication.	Relationship challenges and abuse (types, unhealthy and exploitative relationships and support e.g. stalking and harassment).	
<b><u>Spring 2:</u></b> Independence	Managing risk and safety in new situations (personal safety, emergency first aid, assessing emergency/ non emergency situations)	Screening, vaccines and immunisations (inc. links between lifestyle and cancers, importance of screening, registering with doctors).	Managing influences and risks relating to cosmetic and aesthetic body alterations.	
<b><u>Summer 1:</u></b> Families	Types of families (inc. changing family structures, readiness for parenthood and positive parenting qualities).	Pregnancy (including fertility, pregnancy, birth and miscarriage and unplanned, adoption and fostering. Also linking to honour-based violence).	Managing loss, grief and bereavement.	

<b><u>Key</u></b>	
	Topics which may link to elements of the “Intimate and sexual relationships, including sexual health” element of RSE, but are not taught as sex education within our PSHE curriculum. There is no right to withdraw from these lessons.
	Lessons which can be viewed as sex education, from which parents may be able to withdraw their children, following a meeting with the head teacher.

## Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• 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</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents/carers with respect to raising of children, including the characteristics of successful parenting</li> <li>• 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</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• 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)</li> <li>• 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</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• 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</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• 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</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• 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)</li> <li>• 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</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>