

Relationships and sex education policy

Ian Mikardo High School



Version Control

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Our practice and School Context

Our SRE programme reflects the school's ethos with its focus on respectful behaviour in terms of:

- self-respect
- respect for others
- responsibility for their own actions
- responsibility for their family, friends, the school, and the wider community

The programme, delivered in Personal, Social and Health Education lessons, includes information about contraception, sexually transmitted infections, HIV/AIDS, the law relating to sexual behaviour, how to develop assertiveness skills to resist peer pressure and stereotyping, and sources of advice and support, such as a genito-urinary medicine clinic. We ensure that students understand the difference between consensual and exploitative relationships and know how to keep themselves safe online.

We promote discussion about such issues as self-esteem, responsibility for the consequences of one's actions and moral issues such as abortion and the age of consent. All SRE issues are taught without bias and are presented using a variety of views so that students are able to form their own informed opinions and to respect those of others.

Both formal and informal questions from students about SRE are answered according to the age and maturity of the student concerned. Questions do not have to be answered directly and can be addressed individually at a later time. We expect staff to use their skill and discretion and to refer immediately to the Deputy Head (Welfare, Health, and Families) if they are concerned about a student and/or a Child Protection/safeguarding issue.

This programme's content was decided upon after consultation with students, parents/carers, staff, governors, and the school health advisor and used Ofsted's Sex and Relationship Guidance (2002) and the Supplementary advice to the Sex and Relationship Education Guidance DfEE (2019) as a basis for discussion. The age and cultural backgrounds of the students are regarded in relation to images used. The range of material used is available to parents/carers, and informative books are available to students.

This is consistent with the emphasis, delivered at all times throughout the school, on respectful behaviour and reflection. The messages we deliver in SRE are not delivered in isolation but embedded in all curriculum areas and in the school's daily practices.

Occasionally, appropriate, and suitably experienced and/or knowledgeable visitors may be invited to contribute to the delivery of SRE in school. All the visitors are familiar with and understand the school's SRE policy and work within it. Their input to PSHE lessons is part of a planned programme and negotiated and agreed with staff in advance, and visitors are supported by a member of staff at all times. Visitors' input is monitored by staff and students, and this evaluation informs future planning.

The SRE programme is evaluated using informal activities that have been built into the programme. Staff are encouraged to access appropriate training and support to help them to deliver effective SRE. This is accessed externally through the Healthy Lives team.

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 students for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help students 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.

2. Statutory requirements

As a secondary academy school we understand our responsibilities and obligation to provide RSE to all students as per section 34 of the [Children and Social work act 2017](#).

In teaching RSE, we are 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](#).

At Ian Mikardo High 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. The consultation and policy development process involved the following steps:

1. Review – Our Specialist Teacher and Head of Sixth Form & Post 16 Provision pulled together all relevant information including relevant national and local guidance. This information was reviewed and shared with the Head Teacher and the SLT at IMHS who are cognizant of the complexities related to the teaching and learning of this subject matter.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were surveyed and offered meetings and discussion opportunities with senior leaders regarding this policy.
4. Pupil consultation – we investigated what exactly pupils want from their RSE.
5. Ratification – once comments and reflections were received, the policy was reviewed and shared with governors and ratified.

4. Definition

Ian Mikardo High School believes that SRE should meet the needs of all students and we deal honestly and sensitively with issues related to sexual identity and relationships. We are appropriate and supportive in helping our students engage with and explore this important aspect of their education and life.

SRE helps our students to understand the difference between safe and abusive relationships and equips them with the skills to navigate and engage with intimate relationships appropriately and consensually. This SRE Policy and PSHE curriculum, also equips students with the knowledge of how to get help if they need it. Our SRE approach deepens the embedding of safeguarding within the school and supports the promotion of student well-being.

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 a range of diverse issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our 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, students, and staff, taking into account the age, needs and feelings of students from different learning groups. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and are less likely to pursue their curiosity independently online, which has the potential to confuse, misinform students and could perhaps place them in unsafe situations.

- Our Sex Education Curriculum Focuses on:
- Changes in puberty
- Talking About Sex and Relationships
- Recognising and managing risk
- HIV transmission Safer Sex Puberty and reproduction
- Conception & Pregnancy
- Reasons to have sex or to delay.
- Living with HIV
- Abortion – whose choice?
- Managing feelings
- Contraception Contraceptive Methods
- Body Image and relationships
- Accessing Local and National Services
- Getting Help and Support
- Consequences of sexual activity
- Condoms and STIs
- Negotiation skills Parenting
- Friendships
- Social Pressures on Young People S

- STIs Sexual Health Services
- Sexual Bullying

For more information about our curriculum, see our curriculum map in Appendix 1. Or if reading a digital copy by following the link below.

<T:\Curriculum\SRE curriculum information>

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, and other aspects are included within the Our World Curriculum area, including within the RE planning.

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

RSE is delivered in a manner that promotes open and honest discussion about such issues as self-esteem, responsibility for the consequences of one's actions and moral issues such as abortion and the age of consent. All SRE issues are taught without bias and are presented using a variety of views so that students are able to form their own informed opinions and to respect those of others.

Both formal and informal questions from students about SRE are answered according to the age and maturity of the student concerned. Questions do not have to be answered directly and can be addressed individually at a later time. We expect staff to use their skill and discretion and to refer immediately to the Deputy Head (Welfare, Health and Families) if they are concerned about a student and/or a Child Protection/safeguarding issue.

Confidentiality relating to students is maintained by members of staff. If a staff member believes that a student is at risk, he or she will talk to the Deputy Head (Welfare & Inclusion - DSL), who may confer with the Head Teacher. If confidentiality is to be breached, the student will be informed and the reasons for the breach will be explained to him. The student will be supported throughout the process by staff, including the school's Mental Health & Well-being Practitioner.

If a member of staff learns that a student under the age of 16 is sexually active or contemplating sexual activity, or that any student is at risk of sexual exploitation, the school will ensure that:

- Where appropriate, the young person is encouraged to talk to their parent/carer
- Child Protection/safeguarding issues are addressed
- The young person receives adequate counselling and information to secure the understanding that we will work with their parents/carers on the issue, and with external agencies where appropriate.

At IMHS we further meet the needs of students through a variety of interventions and pastoral support. When students present with curiosities or potentially problematic behaviours or attitudes, they can be referred to a range of 'in house' colleagues including Mental Health & Well-being Practitioners, Speech & Language Therapy or the Conversation Crew. We also have opportunities to refer to our Welfare & Education Lead who provides emotional literacy and regulation interventions and the Head of the Welfare Dept. who may seek advice from our Educational Psychologist or arrange for specialist intervention from external professionals.

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 ensure 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, 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).

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy, and hold the Head Teacher to account for its implementation.

7.2 The Head Teacher

The Head Teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory or Science based components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

Delivering RSE in a sensitive way

Modelling positive attitudes to RSE

Monitoring progress

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

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 Head Teacher.

The Lead Teacher for RSE is Karen Raftery.

7.4 Students

Students at IMHS are encouraged to engage fully in RSE and to demonstrate respect and sensitivity for others.

Students who attend IMHS have a range of severe and complex emotional and mental health needs, often compounded by communication and speech & language and emotional literacy difficulties. The teachers at IMHS receive CPD with input from EP, SALT and psychotherapy and also draw on the significant experience

developed through maintaining close relationships with the students in their care, in order to facilitate and manage challenging conversations with purpose, care and sensitivity.

Students will be referred through the 'internal referrals mechanism' should further support and intervention be required for individual students as needs present, to facilitate engagement with learning related to RSE.

8. Parents' right to withdraw

Parents 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 using the form found in Appendix 3 of this policy and addressed to the Head Teacher.

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

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

9. 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 Head Teacher 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.

10. Monitoring arrangements

The delivery of RSE is monitored by the Head Teacher and Deputy Head of the school through:

- Scrutiny of Schemes of Work and planning
- Book and Learning Scrutinises
- Learning Walks/Observations
- Feedback at SLT meetings and Curriculum Planning
- Student & Parent Survey

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

This policy will be reviewed by The Head Teacher, the Deputy Head and the Specialist RSE Practitioner annually. At every review, the policy will be approved by the Local Governing Board.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Appendix 2: 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

TOPIC	PUPILS SHOULD KNOW
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. • 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

TOPIC	PUPILS SHOULD KNOW
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 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

Please note:

The DfE is conducting a review into relationships, sex and health education (RSHE), which it expects will be finished before the end of 2023.