

Relationships and Sex Education Policy Senior School

2024 / 2025



Ibstock Place

CO-EDUCATIONAL DAY SCHOOL

IBSTOCK PLACE SCHOOL

Relationships and Sex Education (RSE) Policy

Senior School

Scope

This policy applies to all pupils in the Senior School at Ibstock Place School (hereinafter 'Ibstock' or 'the School'). This policy is addressed to the Senior Management Team; to all members of the teaching and pastoral staff, including the School Nurse and Counselling team; and, on request, to parents and pupils. The Policy is published on the portals section of the School website.

Roles and Responsibilities

The Governing Body has a statutory responsibility to ensure that this policy is ratified and compliant, as set out in the Independent School Standards 2019 (ISS). The Governing Body delegates this responsibility to the Head, who is accountable for the operationalisation of this policy. In turn, the Deputy Head (Pastoral) - supported by the Head of Moral Enrichment, Pastoral Leaders and the School Nurse - is delegated responsibility for the consistent application and implementation of this statutory policy across the School. Staff must follow the expectations set out in this policy.

1. Introduction

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 endeavours to follow this approach.

Ibstock has always included elements of RSE within the School's Tutorial/Foundations 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 broad and balanced curriculum.

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. It also has regard to other relevant legislation and statutory guidance in Keeping Children Safe in Education (2024).

As pupils move into the Senior School pupils develop their understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex and how to have positive and healthy sexual relationships.

2. Rationale and Ethos

At Ibstock, 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.

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 pupils' 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.

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.

3. Aims

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.

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 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:

- Child Protection and Safeguarding Policy
- PSHE Policy
- Mental Health and Wellbeing Policy
- Anti-Bullying and Anti-Cyber-bullying Policy
- Equal Treatment Policy

4. Sexual Health and Relationships Education Programme

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

In the Senior School, Sexual Health and Relationships Education forms part of the Tutorial Programme which is planned and co-ordinated by the Head of Moral Enrichment. Much of the teaching takes place during the Foundations programme and during Tutorial Programme time and is delivered by the Head of Moral Enrichment, House Tutors, the School Nurse and external health professionals. The programme is supplemented by visiting speakers and organisations with whom the School has formed strong ties with. New speakers/organisations undergo significant vetting and permission for new additions to this programme is sought through the Deputy Head (Pastoral). 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.

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.

The Use of 'Wellio' in teaching RSE

Wellio is a cutting-edge digital platform designed to improve student wellbeing by providing engaging, proactive, and customizable lesson plans for pupils from Years 7 to 12. Its aim is to help the School tackle mental health and wellbeing challenges by offering tools and content that empower pupils with skills for emotional regulation, resilience, managing anxiety, and fostering healthy relationships. Wellio also equips staff and parents with training to ensure a cohesive approach to supporting pupils.

At Ibstock Place School, Wellio complements the RSE (Relationships and Sex Education) curriculum as part of its broader pastoral care and Foundations (PSHE) programme. This programme emphasises personal development, emotional intelligence and life skills through structured lessons and activities. Wellio's evidence-based resources align seamlessly with the School's commitment to supporting pupils' wellbeing, making lessons interactive and impactful.

Benefits of Wellio at Ibstock Place School

1. For Pupils:

- **Skill Development:** Pupils gain practical skills in managing stress, emotional regulation, and building respectful relationships.
- **Interactive Learning:** The platform's use of quizzes, live polls, and engaging content ensures that pupils are active participants in their learning.
- **Custom Support:** Live data enables the School to adapt lessons to address current issues, providing targeted support.

2. For Parents:

- **Consistent Messaging:** Parent training ensures that the language and strategies taught at School are reinforced at home, creating a unified support network for pupils.
- **Access to Resources:** Parents are better equipped to guide their children through adolescence, informed by the same principles taught in School.

3. For Staff:

- **Ease of Use:** Teachers can confidently deliver lessons with Wellio's ready-made, high-quality plans, even on topics they might find challenging.
- **Monitoring and Feedback:** The platform's dashboards allow staff to track progress and evaluate lesson effectiveness, saving time and effort.
- **Professional Development:** Staff training ensures comfort and expertise in addressing sensitive wellbeing topics.

By integrating Wellio into its RSE curriculum, the School aims to enhance its commitment to holistic education, ensuring that pupils are equipped not only academically but also emotionally to thrive in an increasingly complex world.

5. Equality

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.

We shall 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.

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.

Lesbian, Gay, Bisexual and Transgender (LGBT+): In teaching RSE, we shall 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.

6. Dealing with Sensitive Issues and Effective Practice

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.

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.

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.

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.

7. Safeguarding

All staff are trained in child protection and are aware of the School's reporting procedures for safeguarding concerns. Please see the *Visiting Speakers Policy* for further details. As detailed in the policy, all visiting speakers are accompanied during their time in the School.

8. Monitoring, Reporting and Evaluation

Staff are given an opportunity to reflect critically on delivery of the RSE curriculum through an online feedback document and in discussion with the Head of Moral Enrichment, their respective Head of House 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 Foundations units/ Tutorial Day, issues/ideas raised that stem from this feedback are integrated in future programme planning and decision making. House Councils and the work of the School Cabinet provides another forum for views to be shared.

9. Parents' Right to Access Materials

It is the right of all Ibstock parents to access materials used in RSE and the School will respond positively to any request to see teaching materials. The School regularly hosts parent information evenings in which it aims to share information regarding the content of RSE across the Senior School. These events provide a forum for questions to be asked. In addition, the School conducts regular surveys on a wide range of RSE topics and this helps inform future policy.

Parents are able to access the Wellio Platform with the following information:

Link to sign in: https://app.wellioeducation.com/users/sign_in

Email: ibstock-place-School-parents25@wellioeducation.com

Password: GizmoKarate82

This site provides parents with access to classroom resources (including lesson plans and presentations). If a visiting speaker is coming into School on an RSE topic, details of the presentation will be shared with parents in advance of the talk and contact details provided should the parent require additional detail.

10. Parents' Right to Withdraw

We are clear that the School must make sure that all content used is factual and age-appropriate, and must talk to parents so that they are aware of what their children are being taught.

Parents/carers share the responsibility with the School for nurturing their child's understanding of RSE and, as such, we should 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.

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. Parents can withdraw their child from the sex aspect of RSE but not the relationship.

If parents/carers would like to activate this right, they should contact the Deputy Head (Pastoral) to discuss the parts of the RSE curriculum from which they would like their child to be removed. A note will be placed on the pupil's file.

11. Counselling and Guidance

The School Nurse, who is a health professional, is available to provide counsel and advice to individual pupils on sexual matters. The School Counselling Team also advise on such matters.

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.

Where appropriate, teachers who are approached for specific advice from individual pupils about sexual behaviour should encourage the pupil to seek advice from his or her parents and an appropriate health professional, such as the School Nurse, or the pupil's GP.

Queries

Queries on this policy should be directed to the Deputy Head (Pastoral).

Review and Verification

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 will review the policy every September.