


Relationships and Sex Education Policy

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Signed: (Head)	

Introduction

This policy covers ICS's approach to Relationships and Sex Education (RSE). We define Relationships and Sex Education as the programme of lessons that equip our students with the necessary information and exposure to a range of perspectives to make informed choices in order to keep themselves physically, emotionally and mentally safe and well in a variety of relationships (e.g. friendships, familial, sexual) now and in their futures.

This policy explains the rationale behind teaching this area of the curriculum and explains what will be taught, how and by whom, and also how learning will be assessed. It notes how parents and students will be involved in the process and how we aim to ensure a balanced programme which takes into account the diverse backgrounds and learning needs of our students.

Scope

Definitions of Key Terms

- **RSE** – Relationships and Sex Education
- **PSHE** – Personal, Social, Health & Economic Education
- **PSPE** - Personal, Social and Physical Education
- **Second Step** – A Personal Development curriculum used with primary students

The following policies should be read in conjunction with this:

- Safeguarding Policy
- Behaviour Policy
- Online Safety Policy
- Anti-Bullying Policy

This policy applies to staff, students and parents at ICS.

It is published on the school website and provided to all teaching staff during induction alongside our ICS Professional Code of Conduct.

Failure to comply with this policy will result in an intervention from the Senior Leadership Team.

Aims and Objectives

In relation to Relationships and Sex Education the learning outcomes will be that students will learn how to make informed, considered choices with regard to:

- Their physical, mental and emotional wellbeing including sexual health.
- Developing and maintaining a variety of healthy relationships.
- Identifying and accessing appropriate advice and support.
- Their educational, economic and employment future.
- Their rights and responsibilities as active citizens.

We believe that it is important to address this area of the curriculum because without accurate information from school and home, individuals are placed at greater risk of making ill informed choices about relationships and sex and are more vulnerable to exploitation by others.

As the accessibility of a wide variety of online material grows, we believe it is important for the school and home to offer a counterbalance of clear, impartial scientific information whilst allowing students to explore differing viewpoints on the choices people make with regard to relationships and sex. A wider understanding of these differing perspective and choices will aid young people in understanding others, as well as making sound choices for themselves.

The following guidance comes from the Department of Education [Relationships Education, Relationships and Sex Education \(RSE and Health Education\) Statutory Guidance 2019](#)

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It 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. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity.

Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time. (DofE25)

Values

The ten characteristics that comprise the IB Learner Profile are all relevant to the RSE programme and as such will be reinforced during lessons. By seeking to develop these personal qualities our students are in a good position to develop positive relationships now and in the future.

Open-Minded, Balanced, Principled, Caring, Thinkers, Knowledgeable, Inquirers, Risk-takers, Reflective, Communicators.

Confidentiality

ICS values safety as a priority, therefore students and parents should understand that while teachers will always handle sensitive matters with utmost respect, they cannot guarantee unconditional confidentiality. This is particularly the case when a student may be at risk.

If as a result of the material covered in SRE sessions staff become concerned that a student is 'at risk' they must follow guidance set out in the ICS Safeguarding Policy.

Student Involvement

We will involve students by running a focus group each year after RSE lessons are complete and using this information to develop the programme for the following year. We will also look at student reflections in their Personal Development Journals to consider gaps that need to be filled. Anonymous questions from students can also guide staff when planning the detailed content of lessons.

Assessment of Learning

RSE sits predominantly within the PSHE Curriculum. Within Secondary PSHE our assessment focus is on evidence of learning and reflection. We will assess our students' learning through reflective journals which will be completed throughout units.

In the PYP all children complete an end of year assessment to determine their level of understanding of Second Step materials. Some aspects of RSE are also integrated within the PYP's PSPE curriculum.

Inclusion and Differentiation

The PSHE Association notes that effective PSHE lessons, 'Start where children and young people are: find out what they already know, understand, are able to do and are able to say.' (see Appendix 1). To this end we will respect the unique starting points of students by providing learning that is differentiated and tailored to the individual student's prior learning and readiness. In order to

ensure that all students feel included by these lessons, a range of viewpoints will be presented and discussed whenever appropriate.

Students who may require extra support due to being on the SEN register or due to their English language level will be supported through methods such as pre-teaching or in class support as appropriate.

In keeping with our Mission and Vision commitments to inclusion, along with our responsibilities under the Equalities Act 2010, our RSE lessons will respect the potential diversity and emerging nature of our student's sexual orientation and gender identity. We will also strive to make the lesson content accessible to all students, irrespective of their language level, disabilities, educational needs, race, nationality, religion, pregnancy, maternity.

We will assess the needs of different students in discussion between Form Tutors, Key Teachers, Student Support, the Well-Being Team, and if deemed necessary, Parents/Carers. Where appropriate individual students may be consulted about how they wish to be included.

Personal Development lessons will address issues of discrimination, teasing and bullying (including cyber-bullying) and the use of prejudice-based language. Our goal will be to equip students to find constructive ways to communicate with others, thereby avoiding the above behaviours, ways to respond to such behaviour and how to ask for help.

Programme Content

Primary Programme

Relationships and Sex Education is tailored to the age and physical and emotional maturity of the children.

In the Primary Years Programme students learn about

- puberty in both males and females
- how a baby is conceived, grows, and is born in developmentally appropriate ways.
- what makes a family (the many inclusive possibilities),
- what healthy and unhealthy relationships look like
- how to tell if their relationships are healthy (friendships, romantic, familial) and how to get help if they are not.
- students are exposed to concepts such as gender and sexual preference in age-appropriate ways so that they have an understanding of how to be respectful and inclusive citizens towards others and themselves and to understand that a broad range of spectrums are not only acceptable, but should be celebrated.

RSE is linked to units of study wherever possible and relevant, incorporating content in Science and Personal, Social and Physical Education.

We endeavour to teach about puberty before students experience it.

In the early primary years, education about relationships focuses on

- friendship
- healthy relationships
- consent in the form of “private body part rules”, “unwanted touch”, and “never ever rules”
- staying safe and getting help
- bullying
- the building of self- esteem.

Secondary Programme

Within our PSHE (Personal Development) programme, RSE lessons will cover the following general topic areas. Content will be adapted to suit the maturity, prior learning and readiness of students. Some Science and Physical and Health Education lessons may contribute to aspects of RSE.

MYP1	MYP 2	MYP3	MYP 4	MYP5 / DPI
Communication skills	→	→	→	→
Friendship	→	Healthy relationships including understanding of Peer on Peer abuse	→	→
Marriage/stable relationships	→	→	→	→
Peer Pressure/Media influence	→	→	→	→
Puberty/adolescence	→	→	→	→
Menstruation	→	→	→	→
Human reproduction/ pregnancy	→	→	→	→
Sexual orientation	→	→	→	→
		Masturbation	→	→
		Contraception/safe sex	→	→
		Sexually transmitted infections	→	→
Personal Boundaries	→	Consent/the law	→	→
		Reasons for delaying sexual activity	→	→
		Pornography Reality Vs fantasy	→	→

Parent / Carer Involvement & The Right of Withdrawal

We are committed to working with Parents and Carers. We will provide support by sharing appropriate resources with parents throughout the year and by offering parent workshops on specific topics such as RSE and Online Safety. We will communicate with parents their right to withdraw their child from aspects of the programme via this policy and a subject overview shared at the beginning of the academic year. We will notify parents when Relationships and Sex education will be taught via our school newsletter.

Right to Withdraw

Following a discussion with the school, parents can withdraw their child from the sex education component of the programme, though not the health or relationships components nor related science topics. If a parent wishes to withdraw their child, we will provide them with relevant material that helps them discuss the topics at home, should they wish.

The student will be given other meaningful work for completion during the missed lessons. Three terms before turning 16 a student may opt back into the full programme without parental consent.

Balance

Enabling students to explore differing viewpoints does not mean that the School supports a particular position, rather it encourages critical thinking. We will provide clear, impartial scientific information as well as covering the law in relation to consent, forced marriage, female genital mutilation and abortion. We will also address the concept of, and legislation relating to, equality. Parents and students will understand that the personal beliefs of teachers will not influence their teaching in this area.

References

[Brook: Sexual Health and Well-being for the Under 25s](#)

[Relationships Education, Relationships and Sex Education \(RSE and Health Education\) Statutory Guidance 2019](#) Department for Education 2019

[The Family Planning Association \(FPA\)](#)

[The NHS](#)

[Second Step](#)

[Personal, Social, Health and Economic Education](#), DfE, September 2013 (updated Feb 2020)

Appendix 1: Ten Principles of PSHE Education

Ten Principles of PSHE Education

The PSHE Association has developed the following evidence-based principles of good practice in PSHE education that apply across Key Stages 1 to 4:

1. Start where children and young people are: find out what they already know, understand, are able to do and are able to say. For maximum impact involve them in the planning of your PSHE education programme.
2. Plan a 'spiral programme' which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of the children and young people.
3. Take a positive approach which does not attempt to induce shock or guilt but focuses on what children and young people can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives.
4. Offer a wide variety of teaching and learning styles within PSHE education, with an emphasis on interactive learning and the teacher as facilitator.
5. Provide information which is realistic and relevant and which reinforces positive social norms.
6. Encourage young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.
7. Recognise that the PSHE education programme is just one part of what a school can do to help a child to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. Link the PSHE education programme to other whole school approaches, to pastoral support, and provide a setting where the responsible choice becomes the easy choice. Encourage staff, families and the wider community to get involved.
8. Embed PSHE education within other efforts to ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.
9. Provide opportunities for children and young people to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.
10. Provide a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.

The ten principles underpin all of our work including our training, resources, Quality Assurance processes and Professional Development programme for PSHE teachers and practitioners. To find out more visit <http://www.pshe-association.org.uk/>