



Isle of Wight
Education Federation

The Governing Body for the Isle of Wight Education Federation

Sex and Relationships Policy

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Introduction:

This policy is written in line with the Children and Social Work Bill 2017 which sets out that it is a requirement that all secondary schools in England teach relationships and sex education. In teaching RSE, we must have regard to guidance issued by the Secretary of State, as outlined in section 403 of the Education Act 1996.

We must also have regard to our 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

It is the federated colleges' belief that Relationships and Sex Education (RSE) is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care for family life. It is essential that all students are provided with appropriate education to prepare them for their future.

1. Definition

RSE is about the physical, emotional, social and cultural and moral 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. It is about the understanding of the importance of stable and loving relationships, respect, love and care for family life. It is essential that all students are provided with appropriate education to prepare them for their future.

RSE is not about the promotion of sexual activity.

In addition the federated colleges believe that RSE should:

- Be sensitive to the needs of all students and able to offer them additional support in specific cases if it is required.
- Be an entitlement for all young people.
- Encourage students to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents/carers are key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents/carers and students, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.
- Be sensitive in the teaching of RSE to students from specific cultural groups and those with SEND.

The Colleges will:

- Ensure students understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- Set sex education within a broader base of self-esteem and responsibility for the consequences of one's actions.
- Ensure that students understand how to avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- Communicate effectively by developing appropriate terminology for sex and relationship issues.
- Challenge sexism and prejudice, and promote equality and diversity.
- Support students in understanding the arguments for delaying sexual activity and for having protected sex.
- Provide the students with sufficient information and skills to protect themselves and where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV.
- Ensure that the focus within each year group is healthy relationships but that topics such as pornography may be discussed dependent upon the needs of the class.
- Ensure students are aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary.
- Know how the law applies to sexual relationships.
- Delivers Relationships and Sex Education through its PSHE/Social Studies Programme, and Science lessons at KS3 and KS4.

2. Delivery of RSE

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
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- The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the biological aspects of development and reproduction, although the importance of relationships is not forgotten.
 - The PSHE/Social Studies Programme and Science National Curriculum are taught in every year group.
 - Across the Federation the PSHE/Social Studies Curriculum is taught by the form tutor, once a fortnight and also within tutor time as a support structure for students to feel confident and comfortable, as they will have built close relationships with this key member of staff throughout their time at school.
 - 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, LGBTQ+ 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.

3. 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

4. Online and Social Media

- 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

5. 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

6. Roles and responsibilities

6.1 The Governing Board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation. The governing board has delegated the approval of this policy to an Assistant Headteacher.

6.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE

6.3 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 headteacher.

6.4 Pupils

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

7. Confidentiality, Controversial and Sensitive Issues

Teachers cannot offer unconditional confidentiality. Teachers are not legally bound to inform parents/carers or Headteacher of any disclosure unless the Headteacher has specifically requested them to do so.

In a case where a teacher learns from an under 16 year old that they are having or contemplating sexual activity:

- The young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
- Child protection issues will be considered and referred if necessary to the teacher responsible for Child Protection under the college's procedures.
- The young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

8. 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.

9. Monitoring

It is the responsibility of the Assistant Headteacher for Personal Development to oversee and organise the monitoring and evaluation of PSHE/Social Studies, in the context of the overall school plans for monitoring the quality of teaching and learning. This can include learning walks and book scrutinies. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

The Governing Board for the Isle of Wight Education Federation are responsible for overseeing, reviewing and organising the revision of the Relationships and Sex Education Policy.

This policy will apply to both Carisbrooke College and Medina College and will be reviewed annually. At every review, the policy will be approved by [the governing board and the Headteacher.

11. Right of Withdrawal of Students from Sex and Relationships Education

Some parents/carers prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex and relationships education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We will work with parents/carers to make alternative arrangements in such cases. Parents/carers are encouraged to discuss their decisions with staff at the earliest opportunity. Parents/carers are welcome to review any RSE resources the college uses.

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 and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The RSE Lead/ Assistant Headteacher for Personal Development will discuss the request with parents and take appropriate action.

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