



**ILKLEY GRAMMAR SCHOOL**

A MOORLANDS LEARNING TRUST ACADEMY

---

## **IGS Relationships and Sex Education (RSE) Operational Guidance 2024-25**

---

	<b>Position/Committee</b>	<b>Date</b>
<b>Prepared by</b>	Emma Griffiths Head of PSHE and Citizenship	July 2024
<b>Approved by</b>	Jamie Gutch Deputy Headteacher: Personal Development & Post-16	September 2024
<b>To be reviewed by</b>	Jamie Gutch	By September 2025

# **Contents**

- 1. Background Information**
- 2. Definition and Aims of Relationships and Sex Education (RSE)**
- 3. Roles and Responsibilities**
- 4. Subject Content and Delivery**
- 5. Monitoring and Evaluation**
- 6. Creating a Safe Learning Environment and Handling Complex Issues**
- 7. Right to Withdraw**
- 8. Review of this guidance**

## **1. Background Information**

- 1.1** This operational guidance is to be read alongside the Moorlands Learning Trust RSE Policy. This operational guidance is in alignment with the trust policy but is specific to current practice at Ilkley Grammar School.
- 1.2** At Ilkley Grammar school, Relationships and Sex Education (RSE) forms an integral part of the wider Personal Development of all students. It is a vital part of their education, supporting physical, emotional, social, moral, spiritual and cultural development as well as the development of British Values. RSE helps students to respect themselves and others and move with confidence from childhood through adolescence into adulthood. High quality RSE is essential if young people are to make responsible and well-informed decisions about their lives.
- 1.3** RSE education is specific to the Ilkley Grammar School context and whilst including topics laid out in statutory guidelines, it will also be informed by, and tailored to the emerging needs of the school's student body as well as ever changing local, national and global affairs. All RSE education is linked to the school Personal Best Values, British values and to the wider Personal Development programme.
- 1.4** This guidance links to the IGS PSHE curriculum content and to Science curriculum content, which is laid out in section 4. There is no option to withdraw from Sex Education that forms part of the Science Curriculum.
- 1.4** This operational guidance has been agreed in consultation with the Trust CEO, Senior Leadership Team, Staff team, Parents/Carers and students.
- 1.5** RSE will be an entitlement for all students. Each child has a right to access Relationships and Sex Education in a way that is safe and appropriate regardless of their protected characteristics under the Equality Act 2010.

## **2. Definition and Aims of Relationships and Sex Education (RSE)**

- 2.1** See Trust RSE policy Definition and Aims
- 2.2** At Ilkley Grammar School RSE aims to build on powerful knowledge of positive relationships introduced at Primary School and continue to develop how healthy, nurturing relationships of all kinds (not just intimate relationships) can be built and maintained. It will help students to understand boundaries of acceptable and unacceptable behaviours in relationships, as informed by the law and how to recognise and manage conflict. RSE should enable students to make informed and appropriate choices as they become young adults and to develop responsible attitudes to sexual activity and the development of their own stable, loving relationships. Effective RSE does not encourage sexual experimentation but covers age-appropriate development of intimate relationships, resisting (and not applying pressure) to have sex and safe sex (contraception and consent). Areas of study include families, respectful relationships (including friendships), online and media presence, being safe, intimate and sexual relationships (including sexual health) and The Law. The RSE programme will help students to keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice.

2.3 Ilkley Grammar School defines Sex Education as “the Biology and mechanics of sexual intercourse”

### 3. Roles and Responsibilities

3.1 The IGS Roles and responsibilities are as set out in the Trust Policy

### 4. Subject Content and Delivery

4.1 All delivered materials and lesson resources will be internally planned and reviewed. If external source materials are used, they will be taken from government approved mainstream sources such as the PSHE association website. Final responsibility for materials delivered will be taken by the Head of Department. Where external visitors and experts are used, their content will be proof-read and approved to ensure its key messaging and content is coherent with the whole school curriculum. All materials will be available to parents through Showbie.

4.2 **Subject content:** the table below contains a link to the curriculum documentation for the PSHE programme. The core content is delivered in 3 core themes: relationships, health and wellbeing and living in the wider world.

Subject	Link to Curriculum Documentation	Lead Practitioner
PSHE	KS3 and KS4: <a href="https://www.ilkleygrammarschool.com/students/curriculum/pshe1/">https://www.ilkleygrammarschool.com/students/curriculum/pshe1/</a>  Post- 16: <a href="https://www.ilkleygrammarschool.com/post-16-students/curriculum-overviews/">https://www.ilkleygrammarschool.com/post-16-students/curriculum-overviews/</a>	Mrs E Griffiths
Science	KS3 → Summer Term, reproduction and growth  <a href="https://www.ilkleygrammarschool.com/students/curriculum/science/science-key-stage-3/">https://www.ilkleygrammarschool.com/students/curriculum/science/science-key-stage-3/</a>	Dr A Marshall

## 5. Monitoring and Evaluation

**5.1** The curriculum will be monitored in line with Ilkley Grammar School’s whole school curriculum QA policies, as well as informal drop-ins by relevant leaders and members of the Leadership Team.

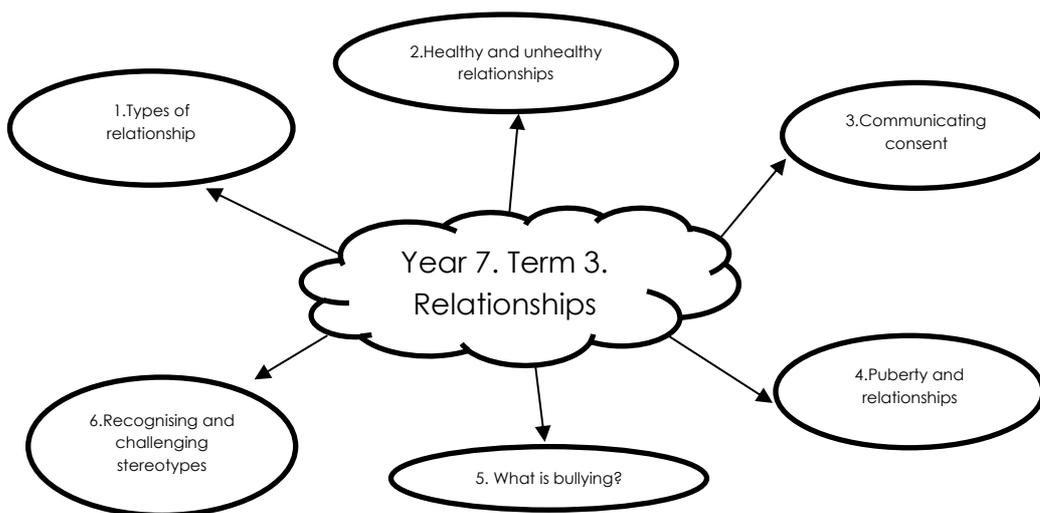
**5.2** It is the responsibility of all staff who deliver RSE to ensure that the work described is taught at the stated times and in line with the powerful knowledge detailed in the schemes of work and resources created by the Head of Department. Staff will achieve this through a variety of QA activities such as formative assessment, learning walks, co-observation, work scrutinies and student voice. Lead staff members will keep close links with the pastoral, inclusive learning and safeguarding teams to ensure that any relevant topics can be addressed through preventative curriculum work.

**5.3** It would be inappropriate for assessment in PSHE education to be about grades, or about passing or failing. Students’ knowledge and understanding will be monitored and supported in a responsive way throughout the course of study. However, given the discursive nature of the subject matter, this will not necessarily be by means of a written assessment nor will it be given a summative grade.

**5.4** Powerful knowledge assessment and self-assessment – knowledge testing

- Microsoft forms quizzes will be used at the start of every lesson for recall of powerful knowledge from across the curriculum.
- Scores are recorded on a centralised spreadsheet so students who need additional input can be clearly identified and appropriately supported.
- Students in all year groups will also complete a longer PSHE questionnaire once a year to check knowledge and understanding of key concepts and terms.
- Students will also self-assess knowledge and understanding using ‘I can’ statements

Example of for Year 7 relationships:



I can...	Working towards	Working at	Working beyond
...identify different types of relationship			
...identify how to build and manage a relationship			
...describe how to develop positive healthy relationships			
...distinguish between healthy/positive and unhealthy/negative relationships			

## 6. Creating a Safe Learning Environment and Handling Complex Issues

*“Discussing and teaching about complex or sensitive issues safely is central to best practice in all PSHE teaching, as every topic in PSHE education has the potential to be sensitive for pupils. PSHE teachers should therefore approach all lessons with the assumption that at least one pupil could have direct experience of the topic being discussed, or find it sensitive for another reason and should plan their language use, resources and activities accordingly. Furthermore, there are also immediate controversial issues rising from the news which may capture pupils’ attention or cause them concern.*

*Although we do not advocate knee jerk reactions, in certain circumstances children and young people will naturally want to discuss high profile events and will look to adults in school to support them, to provide reassurance and to talk through these issues. It is vital that in each case, pupils are able to have such discussions and engage in learning activities in a safe climate of trust, cooperation and support. PSHE education therefore has a key role to play in developing their knowledge, skills and confidence in approaching complex issues and in recognising that attitudes towards these are likely to be influenced by their own values, worldview and interpretation of messages from the media.”*

*(PSHE Association)*

**6.1** The additional guidance below is in full alignment with the MLT Trust RSE policy ‘Guidelines for teachers on sensitive issues, confidentiality and advice to students’ but it provides some additional guidance specific to IGS policy and practice drawing on guidance from the PSHE association.

**6.2** We understand that everyone will have a different background and needs, therefore, there needs to be awareness and empathy from teachers to ensure we are delivering a trauma-informed curriculum for all. Teachers will liaise with relevant pastoral teams and parents to ensure that foreshadowing of content occurs for all but also on a 1:1 basis where appropriate, with bespoke wrap-around support on offer for students if needed.

**6.2** A safe learning environment helps students to share feelings, explore values and attitudes, express opinions and consider those of others, without attracting negative feedback. As well as encouraging more open discussion, it also helps to ensure that teachers are not anxious about unexpected disclosures or comments and that students are not put on the spot, upset or traumatised. It is good practice for teachers to:

- Work with students to embed ground rules about how they will behave towards each other in discussion.
- Provide opportunities for students to discuss issues in small groups as well as sharing views with the whole class.
- Establish processes through which students can place anonymous questions or concerns.
- Provide access to balanced information and differing views to help students clarify their own opinions (whilst making clear that behaviours such as racism, homophobia, bi-phobia, transphobia, discrimination and bullying are never acceptable in any form).
- Be cautious about expressing their own views, bearing in mind that they are in an influential position and must work within the school’s values, policies and the law.
- Be sensitive to the needs and experiences of individuals, as some students may have direct experience of some of the issues.
- Always work within the school’s policies on safeguarding and confidentiality (and ensure that students understand school policies on disclosure of confidential information and following up concerns in a more appropriate setting outside lessons).

- Link PSHE education into the whole-school approach to supporting student wellbeing.
- Make students aware of reliable sources of support both inside and outside the school.

[from the PSHE association 2023.](#)

**6.2** A set of **Ground Rules** will help teachers create a safe environment in which unintended disclosures are minimised and intentional or unintentional inappropriate or harmful comments from students are minimised. Ground rules might be developed as part of the school's sex and relationship education policy or individually with each class or year group. To be effective ground rules should be established and upheld by both the teacher and students in each class.

Examples of ground rules can be found [here](#) on page 2 of guidance from the PSHE association.

**6.3 Distancing techniques** should be used in planning materials used in Relationships and RSE programmes to help de-personalise discussions. Examples of distancing techniques can be found [here](#) on page 3 of guidance from the PSHE association.

#### **6.4 Handling difficult questions.**

Teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting. If a question is too personal, the teacher should refer to the ground rules. If the student needs further support, the teacher can refer them to the appropriate person, such as the Head of Year or Head of PSHE.

If a teacher doesn't know the answer to a question, it is important to acknowledge this, and to suggest that the answer is researched later. If a question is too explicit, seems inappropriate for the age of the student, or raises concerns about sexual abuse, the teacher should acknowledge it and attend to it on an individual basis. Examples of responses to tricky questions can be found [here](#) on page 3 of guidance from the PSHE association.

**6.5** If a teacher is concerned that a student is at risk, they should follow the school's safeguarding policy referring the matter as a cause for concern to a Designated Named Person. If a student makes a personal disclosure to a member of staff, that member of staff cannot offer or guarantee unconditional confidentiality. The procedure set out in the school's safeguarding policy for when a child reveals abuse should be used in these circumstances. The information that has been disclosed should be reported to a designated Named Person.

**6.6** Every lesson should include information about different sources of support both within and outside of school. Students should develop the skills to seek advice and articulate their concerns by explaining how to access help and what is likely to happen if they seek support from different services.

**6.7** Staff have a duty to report disclosures of FGM directly to the police.

**6.8** At Ilkley Grammar School Children with special educational needs and disabilities (SEND) follow the same RSE programme as all other students unless it is inappropriate for them to do so. On a case-by-case basis, individualised and differentiated curricula may be produced to ensure that the curriculum is accessible and age and stage appropriate.

## **7. Right to Withdraw**

**7.1** Ilkley Grammar School approach is in alignment with the MLT RSE policy section 8 'Right to withdraw'. Some

additional information is also provided below

- 7.2** Under section 405 of the Education Act 1996, Parents/Carers may only opt to excuse their child from the sex education element of RSE lessons which are not part of the Science National Curriculum (these lessons will be explicitly highlighted to parents). Since September 2020 parents can withdraw their child up to three terms before their child is 16 when the child can then choose to opt into sex education lessons.
- 7.3** Ilkley Grammar School defines sex education as “*the Biology and mechanics of sexual intercourse*”
- 7.4** Ilkley Grammar School Parents/Carers will be notified in writing of the programme and the content for RSE and they will be reminded of their right to excuse their children. Parents/Carers will also be provided with information on how to access support to enable them to talk to their children about RSE.
- 7.5** Parents/Carers do not have the right to withdraw their child from any element of Relationships Education or Health Education. However, if parents/carers do wish to discuss any curriculum content further, please arrange an appointment with the school.
- 7.5** Any parent wishing to withdraw their child from the sex education element of RSE lessons, should do this in writing to the Head of Department and should make an appointment with the Head of Department and a member of the Leadership Team to discuss the matter and explore their concerns. If a student is withdrawn, they will be provided with alternative work for the duration of the lesson(s).
- 7.6** The right to withdraw your child from Sex Education delivered as part of RSE will be granted up to three terms before your child turns 16. At this point, if the child themselves wishes to receive Sex Education rather than be withdrawn, the school will plan for this to happen in one of the three terms before the child turns 16.

## **8. Review of this guidance**

- 8.1** This guidance is next due for review by September 2025.
- 8.2** The guidance will be reviewed sooner, if and where changing student needs and national guidelines deem this relevant.