Impington Village College
Relationships, Sex and Health Education Policy

Approved by Local Governing Body IVC	July 2023
Review cycle	July 2024

Impington Village College

Relationships, Sex and Health Education

Document Control

New Version Number	Key changes from previous version	Date of ratification
1	Overview of RSHE/MyConsent material by delivery tier.	
2	1. Changes to tier naming, but the programme remains consistent. 2. RtW language clarifications/NC for Science. 3. Addition of Katie Jarvis to contacts. 4. CPD clarifications. **TBC** 5. New overview of PCA/IBLP to be added once confirmed, will be revised in September 2023. (p8,9,10)	Updates 06/06/2023

1. Statutory requirements

> Relationships Education, Relationships and Sex Education (RSE) and Health Education

https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

> Relationships and Sex Education (Secondary)

https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-and-sex-education-rse-secondary

Review of sexual abuse in schools and colleges

Published 10 June 2021

Recommendations for school and college leaders

School and college leaders should create a culture where sexual harassment and online sexual abuse are not tolerated, and where they identify issues and intervene early to better protect children and young people.

In order to do this, they should assume that sexual harassment and online sexual abuse are happening in their setting, even when there are no specific reports, and put in place a whole-school approach to address them. This should include:

- a carefully sequenced RSHE curriculum, based on the Department for Education's (DfE's) statutory guidance, that specifically includes sexual harassment and sexual violence, including online. This should include time for open discussion of topics that children and young people tell us they find particularly difficult, such as consent and the sending of 'nudes'
- high-quality training for teachers delivering RSHE
- routine record-keeping and analysis of sexual harassment and sexual violence, including online, to identify patterns and intervene early to prevent abuse
- a behavioural approach, including sanctions when appropriate, to reinforce a culture where sexual harassment and online sexual abuse are not tolerated
- working closely with LSPs (local safeguarding partners) in the area where the school or college is located so they are aware of the range of support available to children and young people who are victims or who perpetrate harmful sexual behaviour
- support for designated safeguarding leads (DSLs), such as protected time in timetables to engage with LSPs
- training to ensure that all staff (and governors, where relevant) are able to:
  - o better understand the definitions of sexual harassment and sexual violence, including online sexual abuse
  - o identify early signs of child-on-child sexual abuse

2. Policy context and rationale

At Impington Village College the delivery of the Pastoral Curriculum

attributes (IB Learner Profile) is central to all that we do. It is essential that we ensure that our students are prepared for life in the 21st century and the role of

Relationships and Sex Education is vital to make them aware of how to live happily and safely as they grow up.

In response to the report on Harmful Sexual Behaviour and Sexual Harassment in schools (2021), the ELA Trust implemented the 5 Rs:

- **RSHE** – relationship education in PSHE. **At IVC our RSHE programme is referred to as MyConsent.**

- **Research** and Training for staff

- **Report** any concerns immediately

- **Recording** of all confidential concerns

- **Responding** quickly and **reviewing** systems

All five of the elements above are integrated into a variety of areas of college policy. The focus here will be on the RSHE element.

At IVC our RSHE curriculum is referred to as MyConsent. Foundationally, regardless of relationship type or stage of life, relationships much be built on consent.

This education must be inclusive, age-appropriate, well researched and ensure that it meetings the requirements of the law.

The programme will be delivered through a comprehensive Tier System:

Tier 1 - Core: PCA/IBLP sessions during tutor time.

IVC: Yr7-11 will have two Pastoral Curriculum Attribute sessions per week. These are designed to educate students about key Personal Development topics through the lens of the 10 attributes.

IIC: Yr12-13 will have two IB Learner Profile sessions per week. These are designed to educate students about key Personal Development topics through the lens of the 10 attributes.

Tier 2 - Community: Assembly programme – integrated with Tier 1.

Tier 3/4 - Enhanced: 1 hour workshops or talks with external providers, that are tailored to the needs of specific year groups.

3. Responsibilities

Christopher Gee – Assistant Principal is responsible for the overview, quality assurance and delivery of this programme. Any queries about this policy, or the right to withdraw, please contact him directly.

4. Policy objectives

Impington Village College is an outstanding and innovative learning community that is truly inclusive, inspirational and international. We support our students in becoming globally-minded, critical thinking and caring individuals, who are ready for a world post-education.

Inclusive: a welcoming place that celebrates difference and diversity.

Inspirational: providing a unique experience and a world-class education for all.

International: promoting positive values to secure a better future for our students as both local and global citizens.

This policy fulfils our school ethos of realising the potential of each student by ensuring that they develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work. Well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for students, particularly the most vulnerable and disadvantaged.

Our school curriculum meets the requirements of the National Curriculum, schools' statutory duties outlined in the [Education Act 2002](#) and the [Academies Act 2010,](#) and is essential to Ofsted judgements in relation to personal development, behaviour, welfare and safeguarding. From September 2020, health education, relationships education and sex & relationships education **is also required as per the statutory guidance from the Department for Education.**

5. What is RSHE/MyConsent?

Relationships, Sex and Health Education is vital and complex topic. At IVC we welcome this new drive from the government and are pleased about the new expectations that come with it. RSHE must be taught sensitively, factually and inclusively. The foundational objective of our curriculum is consent, and regardless of the 'type' of relationship, our students will be able to recognise this in themselves and others and therefore be able to establish and maintain healthy relationships throughout their lives. RSHE/MyConsent is broader than just 'sex education' and if this instance we are not advocating that students have sexual relationships, we are advocating that a personal level this is consensual and appropriate for them.

Please see the maps below for an overview of how the Tier system covers a range of RSHE/MyConsent topics.

6. How do we map these?

On the grids that follow are the overview of all the PD (PSHE/RSHE(MyConsent)/E-Safety/Citizenship materials. Within each Tier there is MyConsent material.

TERM	WC	WK	A or B	Pastoral Curriculum Theme	Tier 1: PCA Questions	Tier 2: IVC Assembly	Tier 2: IIC Assembly
Autumn 1	05/09/2022	1	A	Welcome back/transitions	Welcome back and icebreakers	Welcome and assembly routines	No assembly
Autumn 1	12/09/2022	2	B		What is Safeguarding?	The Pastoral Curriculum and expectations ISLT representatives	IBLP and Congress Launch
Autumn 1	19/09/2022	3	A	The College and our Human Rights	What is democracy? iSLT Representatives recruitment/IIC Congress election.	International Peace Day 21 Sept	International Peace Day 21 Sept
Autumn 1	26/09/2022	4	B		What is equality, diversity and inclusion? What is safety?	International Day of Languages	International Day of Languages. Link to the forum and cul
Autumn 1	03/10/2022	5	A		What makes us unique and united? Racism foci	Black History Month - October	Black History Month - October
Autumn 1	10/10/2022	6	B		What makes us unique and united? SEND foci	Coming Out Day - Alan Turing focus	Coming Out Day - Alan Turing focus
Autumn 1	17/10/2022	7	B		What makes us unique and united? Gender/identity foci (MyConsent)	Recongitions Assembly/Diwali	IIC focus
Holiday	24/10/2022						
Autumn 2	31/10/2022	1	A	The IB Learner Profile	What are my attributes?	Firework and fire safety	Firework and fire safety
Autumn 2	07/11/2022	2	B		Being Caring, Open-Minded and Reflective. World Kindness Day and young carers/remembrance	Remembrance	Remembrance
Autumn 2	14/11/2022	3	A		What does being Principled mean? International Men's Day 19 Nov/ What is Parliament Week?	Parliament Week	Parliament Week
Autumn 2	21/11/2022	4	B		What are morals? link to law/crime	Community Cohesion	Community Cohesion
Autumn 2	28/11/2022	5	A		What is respect and respect linked? Workplace SEND foci	International Day of Persons with Disability - Helen Keller focus	International Day of Persons with Disability - Helen Keller focus
Autumn 2	05/12/2022	6	B		Being a risk-taker... what is our legacy? internet footprint and online safety	Rosa Parks focus - Rosa Parks Day	Rosa Parks focus - Rosa Parks Day
Autumn 2	12/12/2022	7	A		What are my habits? I MAKE PROGRESS	Recongitions Assembly	IIC focus
Holiday	19/12/2022						
Holiday	26/12/2022						
Spring 1	02/01/2023	1	B	Positivity	What is positive mental health?	Life online: scams	Life online: scams
Spring 1	09/01/2023	2	A		What is body positivity? What are the laws on beauty treatments?	Life online: fake news	Life online: fake news
Spring 1	16/01/2023	3	B		What are positive relationships on and off line? (MyConsent)	Raoul Wallenberg focus - extremism	Raoul Wallenberg focus - extremism
Spring 1	23/01/2023	4	A	Money Matters	What is a good use of our time? Stoicism/religion/priorities	Religions around the world	Religions around the world
Spring 1	30/01/2023	5	B		What is a good use of our money? debt and managing finances	LGBT History Month - February	LGBT History Month - February
Spring 1	06/02/2023	6	A		What is fundraising and volunteering? (World Cancer Awareness Day)	Recongitions Assembly	IIC focus
Holiday	13/02/2023						
Spring 2	20/02/2023	1	A	My Future Success	What are employability skills? NCW/NAW	Lent	Lent
Spring 2	27/02/2023	2	B		What are apprenticeships?	Be ambitious	Be ambitious
Spring 2	06/03/2023	3	A		What is National Careers Week?	NCW/International Women's Day - 8th March	NCW/International Women's Day - 8th March
Spring 2	13/03/2023	4	B		What is exam success? What is revision?	Young Carer's Day - 14th March	Young Carer's Day - 14th March
Spring 2	20/03/2023	5	A		What is friendship success? What is financial success?	National Day of Reflection	National Day of Reflection
Spring 2	27/03/2023	6	B		What are my habits? I MAKE PROGRESS	Transgender Day of Visiability - 31st March and Recongitions Assembly	Transgender Day of Visability - 31st March
Holiday	03/04/2023						
Holiday	10/04/2023						
Summer 1	17/04/2023	1	A	International Mindedness and Metacognition	What is global and local equality? What is safety and equality?	Autism Awareness Month/Wesak	Autism Awareness Month/Wesak
Summer 1	24/04/2023	2	B		What is global and local poverty? What is breaking the poverty cycle?	Launch iSLT Executives election/Eid al-Fitr	Eid al-Fitr
Summer 1	01/05/2023	3	A		What are global and local addiction trends? What is the biology of addiction and how are addictions broken?	Mental Health Awareness Month - Addictions link - May/Screen Free Day - 2nd May	Mental Health Awareness Month - Addictions link - May/Screen Free Day - 2nd May
Summer 1	08/05/2023	4	B		Learning Science: revision focus	Culture Celebration Day	Culture Celebration Day
Summer 1	15/05/2023	5	A		Learning Science: revision focus	Husting Assemblies	IIC focus
Summer 1	22/05/2023	6	B		Learning Science: revision focus	Recongitions Assembly	IIC focus
Holiday	29/05/2023						
Summer 2	05/06/2023	1	A	Compassionate Systems	What is Pride and what is an ally?	Pride Month	Pride Month
Summer 2	12/06/2023	2	B		What is Healthy Eating Week? What is sugar?	Healthy Eating Week and Sponsored Walk	Healthy Eating Week and Sponsored Walk
Summer 2	19/06/2023	3	A		What is National Refugee Week? What can we do to make others feel welcome and part of our community?	Refugee Week	Refugee Week
Summer 2	26/06/2023	4	B		Careers Projects Research	Careers	Careers
Summer 2	03/07/2023	5	A		Careers Projects Research	Careers	Careers
Summer 2	10/07/2023	6	B		Careers Projects Presentations	Careers	Careers
Summer 2	17/07/2023	7	A		What are my goals? I MAKE PROGRESS	Recongitions Assembly	Recongitions Assembly

					Tier 3: PCA in-focus extended assemblies - Tier 3 - run on a Wednesday/Thursday Period 5						
TERM	WC	WK	A or B	Pastoral Curriculum Theme	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	Yr13
Autumn 1	05/09/2022	1	A	Welcome back/transitions							
Autumn 1	12/09/2022	2	B								
Autumn 1	19/09/2022	3	A	The College and our Human Rights	Yr7/Wednesday: Puberty/Hygiene/5Rs	Yr8/Thursday: FGM & 5Rs (MyConsent)	Yr9/Thursday: FGM & 5Rs (MyConsent)				Driving/Water Safety Yr12/13
Autumn 1	26/09/2022	4	B					Yr10/Thursday: Sexual Health/Choices 5Rs in school context. (MyConsent)/Andrew Tate	Yr11/Thursday:Sexual Health/Choices 5Rs (MyConsent) /Andrew Tate	Yr12:Friday: Sexual Health/Choices 5Rs (MyConsent) /Andrew Tate	Yr13/Friday: Sexual Health/Choices 5Rs (MyConsent)
Autumn 1	03/10/2022	5	A						Yr11/Wednesday Careers/Prepare for CAP (Thursday)		
Autumn 1	10/10/2022	6	B		Yr 7/Wednesday: What is abuse? (Period 1)	Yr 8/Wednesday: Nude-semi nude images (MyConsent) (Period 1)	Yr 9/Wednesday: Nude-semi nude images (MyConsent) (Period 2)				
Autumn 1	17/10/2022	7	B					Yr10/Monday Revision	Yr11/Monday: Revision		
Holiday	24/10/2022										
Autumn 2	31/10/2022	1	A	The IB Learner Profile	Yr7/Thursday: Alcohol	Yr8/Thursday: Drugs/Alcohol	Yr9/Friday: Drugs/Alcohol/Substance abuse				
Autumn 2	07/11/2022	2	B					Yr10/Monday: Drugs/Alcohol/Substance abuse	Yr11/Monday: Drugs/Alcohol/Substance abuse	Yr12/Monday: Drugs/Alcohol/Substance abuse	Yr 13/Monday: Drugs/Alcohol/Substance abuse
Autumn 2	14/11/2022	3	A		KS3 SRE Thursday (MyConsent - assertiveness)	KS3 SRE Thursday (MyConsent - assertiveness)	KS3 SRE Friday(MyConsent - assertiveness)		Yr11 Careers		
Autumn 2	21/11/2022	4	B								
Autumn 2	28/11/2022	5	A							KS5 SRE Thursday (MyConsent)	KS5 SRE Thursday (MyConsent)
Autumn 2	05/12/2022	6	B					KS4 SRE Wednesday (MyConsent)	KS4 SRE Wednesday (MyConsent)		
Autumn 2	12/12/2022	7	A								
Holiday	19/12/2022										
Holiday	26/12/2022										
Spring 1	02/01/2023	1	B	Positivity				SRE Monday (national stalking awareness month) MyConsent.	SRE Monday (national stalking awareness month) MyConsent.	SRE Monday (national stalking awareness month) MyConsent.	SRE Monday (national stalking awareness month) MyConsent.
Spring 1	09/01/2023	2	A						Y11 Application mop-up		
Spring 1	16/01/2023	3	B					First AID CPR	First AID CPR	First AID Drive Safe	First AID Drive Safe
Spring 1	23/01/2023	4	A	Money Matters	Coercive and abusive relationships vs healthy and positive relationships (MyConsent)	Coercive and abusive relationships vs healthy and positive relationships (MyConsent)	Coercive and abusive relationships vs healthy and positive relationships (MyConsent)	Coercive and abusive relationships vs healthy and positive relationships (MyConsent)	Coercive and abusive relationships vs healthy and positive relationships (MyConsent)	Coercive and abusive relationships vs healthy and positive relationships (MyConsent)	Coercive and abusive relationships vs healthy and positive relationships (MyConsent)
Spring 1	30/01/2023	5	B						Y11 Application mop-up		
Spring 1	06/02/2023	6	A		Online safety (safer internet day 7 Feb)	Online safety (safer internet day 7 Feb)	Online safety (safer internet day 7 Feb)	Online safety (safer internet day 7 Feb)	Online safety (safer internet day 7 Feb)	Online safety (safer internet day 7 Feb)	Online safety (safer internet day 7 Feb)
Holiday	13/02/2023				NAW	NAW	NAW	NAW	NAW	NAW	NAW
Spring 2	20/02/2023	1	A	My Future Success							
Spring 2	27/02/2023	2	B		NAW guests	NAW guests	NAW guests	NAW guests	NAW guests	NAW guests	NAW guests
Spring 2	06/03/2023	3	A		NCW guests	NCW guests	NCW guests	NCW guests	NCW guests	NCW guests	NCW guests
Spring 2	13/03/2023	4	B								
Spring 2	20/03/2023	5	A					Wednesday Sex and pleasure KS4 (MyConsent)	Wednesday Sex and pleasure KS4 (MyConsent)	Thursday Sex and pleasure KS5 (MyConsent)	Thursday Sex and pleasure KS5 (MyConsent)
Spring 2	27/03/2023	6	B								
Holiday	03/04/2023										
Holiday	10/04/2023										
Summer 1	17/04/2023	1	A	International Mindedness and Metacognition				Thursday Sexual Assault Awareness Month - April (MyConsent)	Thursday Sexual Assault Awareness Month - April (MyConsent)	Friday Sexual Assault Awareness Month - April (MyConsent)	Friday Sexual Assault Awareness Month - April (MyConsent)
Summer 1	24/04/2023	2	B								
Summer 1	01/05/2023	3	A		Addictive behaviour	Addictive behaviour	Addictive behaviour	Addictive behaviour	Addictive behaviour	Addictive behaviour	
Summer 1	08/05/2023	4	B				Water Safety Yr9/10/11	Water Safety Yr9/10/11	Water Safety Yr9/10/11	Driving/Water Safety Yr12/13	
Summer 1	15/05/2023	5	A								
Summer 1	22/05/2023	6	B		iSLT Executive Election - Monday 22nd May	iSLT Executive Election - Monday 22nd May	iSLT Executive Election - Monday 22nd May	iSLT Executive Election - Monday 22nd May			
Holiday	29/05/2023										
Summer 2	05/06/2023	1	A	Compassionate Systems							
Summer 2	12/06/2023	2	B								
Summer 2	19/06/2023	3	B								
Summer 2	26/06/2023	4	B								
Summer 2	03/07/2023	5	A								
Summer 2	10/07/2023	6	B								
Summer 2	17/07/2023	7	A								

Year	19th and 20th October 2022				8th and 9th February 2023				19th and 20th April 2023			
	PD strand	Day 1	PD strand	Day 2	PD strand	Day 1	PD strand	Day 2	PD strand	Day 1	PD strand	Day 2
7	MyConsent/RSHE	MyConsent/changing body/hygiene/basic relationship education.	PSHE	Addictions. Alcohol, smoking and introduction to addictions.	E-safety	What is grooming/CSE and keeping yourself safe.	E-safety	Can you believe everything you read online? Information and misinformation.	PSHE	What is good mental health?	PSHE	Addictions and mental health.
8	PSHE	Addictions: alcohol, smoking and introduction to addiction.	MyConsent/RSHE	Peer pressure about how to look physically; grooming and CSE awareness.	E-safety	Media and airbrushing; fake profiles; media myths; influencers and advertising; digital literacy: phishing, data, fraud, legal rights over images; positive communication online.	PSHE	CPR and common injuries.	PSHE	Understanding the brain and biology of mental health.	PSHE	Alcohol, smoking, energy drinks (caffeine), vaping.
9	PSHE/E-Safety	Online addictions and worrying social media trends.	MyConsent/RSHE	Consent and contraceptions/condom demonstrations (Terrance Higgins Trust).	PSHE	Grief and loss//big changes in family (financial changes/illness).	MyConsent/RSHE	Families and parenting/parental separation and divorce/abuse in the home.	E-safety	Pornography and the dark web/ads and scams/live streaming/online Radicalisation/PREVENT racism online.	PSHE	Countylines.
10	MyConsent/RSHE	First time sex/asexual/celibacy and abstinence/role-models for healthy relationships	E-Safety	Worrying online trends and revisit nudes and the law and introduce extremism and darkweb.	PSHE	Treatment for common injuries/ bones/professional strategies for positive mental health; signficant mental health clinical disorders - signs and support; cancer/self-checks/vaccinations.	MyConsent/RSHE	Expectations of sex/sex and responsibility (pregnancy, STIs).	E-safety	Online fraud, the law and you; gaming, gambling and addiction online; extremism/prevent/conspiracy theories/incels/hoaxes; apps for wellbeing.	MyConsent/RSHE	Abortion and miscarriage.
11	E-safety	The problems with watching pornography.	MyConsent/RSHE	Sexual attitudes and expectations; pressure coercion, exploitation; victim blaming; revenge pornography; stalking; including coercive control in relationships; toxic masculinity and positive relationships and incels	PSHE	Cancer awareness/self-checks.	MyConsent/RSHE	Stealthing; stalking; coercive control in relationships; honour-based violence and forced marriage; gangs and grooming.	MyConsent/RSHE	Pornography and the dark web/digital footprint/harmful content/avoiding self-sabotaging behaviour.	PSHE	Looking after each other/festivals/spiking and water saftey/health and fitness apps.
12	MyConsent/RSHE	Expectations of sex/sex and responsibility (pregnancy, STIs)	E-Safety	Cyberbullying, blackmail, catfishing and online dating.	PSHE	Cancer awareness/self-checks.	E-safety	Pornography and the dark web; online gangs.	MyConsent/RSHE	Sexual attitudes and expectations; pressure coercion, exploitation; victim blaming; revenge pornography; stalking; including coercive control in relationships; toxic masculinity and positive relationships and incels	MyConsent/RSHE	Online dating and keeping yourself safe.
13	MyConsent/RSHE	Expectations of sex/sex and responsibility (pregnancy, STIs)	E-Safety	Cyberbullying, blackmail, catfishing and online dating.	RSHE/My Consent	Online dating and keeping yourself safe.	PSHE	Safe driving and the law.	E-safety	Pornography and the dark web; online gangs and grooming/county lines/ads and scams/live streaming/online radicalisation/PREVENT/racism online.		

Should we see a pattern in the increase in a certain time of Harmful Sexual Behaviour (HSB) then we will run more sessions through our tier system or meet with at-risk (victim or perpetrator) students to ensure that we support them with their needs.

7. Creating a Safe & Supportive Learning Environment

RSHE education works within students' real-life experiences and it is therefore essential to establish a safe learning environment. We create this safe and supportive learning environment by discussing clear 'ground rules' at the beginning of each session (or series of sessions). We also adhere to the school's safeguarding & child protection policy if students indicate that they may be vulnerable and/or at risk.

8. Entitlement & Equality of Opportunity

Classroom practice and teaching approaches promote the needs and interests of all students, irrespective of gender, sexuality, faith, culture, ability, maturity or personal circumstance. Our curriculum has been designed specifically to take into account students' ability, age, readiness and cultural backgrounds at each stage of learning to ensure accessibility to all students.

Our RSHE/MyConsent programme is used as a way to address diversity issues both within school and in the wider community and to ensure equality. By promoting diversity & inclusion, we expect all students to actively consider the needs of others.

We recognise the right for all students to have access to RSHE/MyConsent learning which meets their needs. We will ensure that students with SEND receive equal access to RSHE/MyConsent following the same curriculum to their peers. Careful consideration is given and differentiation needs identified by those delivering sessions with support from our SEND department. In some cases, the content or delivery of the lesson may be adapted to suit the

needs of the learners. Where learning support assistants are available, they will be tasked to work with students identified as most in need.

We will not exclude access to RSHE/MyConsent for any student by removing them from RSHE/MyConsent lessons, as these aspects of personal and social development are as important to all student as their academic achievement. For this reason, attendance at Tier 3/4 Enhanced sessions will be monitored and, should a student miss one, they will be issued with a student-led version of the topic covered to be completed in their own time.

9. The right to withdraw

Full RSHE/MyConsent provision should be accessible to every student, although parents/carers have a legal right to withdraw their children from some aspects of the programme. Our school adheres to the Department for Education Statutory Relationships Education, Relationships, Sex Education (RSHE), and Health Education mandatory curriculum that comes into effect in September 2020.

As per the statutory guidance, parents/carers have the right to request that their child be withdrawn from Sex Education delivered as part of the RSHE/MyConsent programme. There is, however no right to withdraw from Relationships Education or Health Education, nor is there a right to withdraw from topics taught within the Science National Curriculum. This *reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta.*

If you wish to discuss this, please contact Christopher Gee, or Vice Principal Katie Jarvis.

In order to meet the new government guidelines regarding Health Education and Relationships Education, some topics will unavoidably include elements of Sex Education in order to contextualise the topic (e.g sexual health and consent).

10. Making a request to withdraw a child from Sex Education

In order to request withdrawal of their child from a particular element of the RSHE curriculum, parents/carers must contact the school directly via letter outlining the specific aspect of the course from which they wish to withdraw their child to Christopher Gee. Upon receipt of this letter, parents/carers (and, where appropriate, the child) will be invited in to discuss their request with either the Principal, Deputy or Assistant Principal to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The benefits of receiving this important education, and any detrimental effects that withdrawal might have on the child (including any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher), will be explained. The school will document this process to ensure a record is kept.

In the event of withdrawal, unless there are exceptional circumstances, the school will respect the parents' request, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will arrange to provide the child with sex education during one of those terms. This process is the same for students with SEND. However, there may be exceptional circumstances where the Principal and SENCO take a student's specific needs arising from their SEND into account when making this decision.

Also in the event of withdrawal, Christopher Gee, Assistant Principal, will provide parents/carers with materials in order to deliver the teaching to their child at home. During any period of withdrawal, the school has a duty to ensure that the student receives appropriate, purposeful RSE education.

11. Teaching and Learning

Planning

Planning is undertaken by the Assistant Principal, alongside the Trust PSHE lead, which has involved extensive reviews of the Department of Education statutory guidance and the PSHE Association guidance, regular meetings with external organisations (Social Services and Cambridgeshire Police) and governor consultation. Student and staff feedback is regularly taken into account in order to ensure that the programme provided meets the changing needs of students at our school and national trends.

Methodology

The programme will be taught through a range of teaching methods, including discussion, scenarios and approved videos.

Timetabling

The College teaches its PSHE provision primarily through 5/7 year: tutor time, assembly, extended assembly and enhanced programme. All the material delivered is built on the idea of an age-appropriate curriculum, typically looking at the nature of the material and the Safeguarding context of our College.

Assessment

Assessing progress within RSHE/MyConsent is difficult as much of RSHE/MyConsent education encourages self-reflection and is designed to develop the knowledge, skills and attributes students need to keep themselves healthy and safe, and prepared for life. Monitoring and measuring this is therefore undertaken through non-assessed approaches. Students will not receive a grade or written feedback on their progress.

Teaching Responsibility & Staff Training

Christopher Gee Assistant Principal (ELA PSHE Trust Co-ordinator), will lead the RSHE/MyConsent programme will lead and monitor CPD.

RSHE/MyConsent training occurs annually with all staff as part of our contextual safeguarding training. Additionally, staff who deliver challenging Tier 3/4 sessions will have training prior to the talks being given.

Either Christopher Gee Assistant Principal, and supporting members of the PCA/IBLP team, predominantly write materials for these sessions internally or, where areas of expertise are required, other staff. Elements of RSHE/MyConsent that are delivered in tutor time, will be carefully selected. Monitoring of RSHE/MyConsent teaching in tutor time is undertaken by the House Team and is an integral part of the annual appraisal review for all teaching staff.

Christopher Gee Assistant Principal is responsible for leading the Relationships, Sex and Health Education/MyConsent provision as well as a range of other topics considered best taught in year groups through focussed deep dives.

12. Sexual Harassment

In specific response to the [OFSTED Review of Sexual Abuse in schools and colleges](#) (10/06/2021) and [Everyone's Invited](#) testimonials this policy lays out what sexual harassment is, what staff must know, and how it should be reported.

Sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually harassing a single child or group of children.

Children who are victims of sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual harassment can exist on a continuum and may overlap with our Harmful Sexual Behaviours, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff will receive specific training on this subject.

Source: [NSPCC – harmful sexual behaviour](#)

Staff should be aware of the importance of:

1. making clear that sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
2. not tolerating or dismissing sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"
3. challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment.

Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

1. Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
2. Sexual "jokes" or taunting
3. Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature

4. Online sexual harassment, This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.
   It may include:
   - non-consensual sharing of sexual images and videos
   - sexualised online bullying
   - unwanted sexual comments and messages, including, on social media
   - sexual exploitation; coercion and threats

Students can report a sexual harassment claim by:

1. Talking to a member of staff in person
2. Using our wellbeing referral system on Edulink

Students will be informed of this through our tutor and assembly programme.

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should speak to the DSL. As is always the case, if staff are in any doubt as to what to do they should speak to the DSL.

The RSHE curriculum will continue to evolve to ensure that all forms of Harmful Sexual Behaviour is challenged.

13. Involving Parents and Carers

The RSHE/MyConsent policy will be launched via Edulink message; the Principal's blog and made available on the school website. Immediately following the launch, parents/carers are invited to feedback on the Personal Development Sway sent to all families which outlines all the PD, as well as our RSHE/MyConsent prgoramme. A Parent Forum is held on a monthly basis and is open to all parents/carers. Please also contact Christopher Gee if you have any questions at all.

The school website, and PD Sway, has been updated to provide a wealth of materials available to parents/carers to explore with their children.

https://www.impington.cambs.sch.uk/wellbeing/

At the start of each academic year, parents/carers will receive an overview of all the College PD and specific signposting to our RSHE/MyConsent curriculum.

For those who choose to withdraw their child from sex education, the school is committed to providing parents/carer with the resources they require to ensure the child receives the missed learning. Responsibility for ensuring this missed learning is received falls to the parents/carer. Learning will be checked through informal methods (see above).