

# Millom School and Sixth Form



## Relationships and sex education policy

Date: November 2025 -

Review: November 2026

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## 1. Aims

The aims of relationships and sex education (RSE) at our school are to:

**Provide a framework in which sensitive discussions can take place**

- *Empathy* ensures pupils feel listened to and understood, creating a safe space for open dialogue.
- *Equity* guarantees that all pupils, regardless of background, have access to respectful and inclusive conversations.

**Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene**

- *Empowerment* equips pupils with the knowledge and confidence to manage changes in their bodies and emotions.
- *Excellence* is reflected in delivering high-quality, accurate information that supports lifelong wellbeing.

**Help pupils develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity**

- *Empathy* encourages understanding and compassion towards oneself and others.
- *Empowerment* builds self-esteem and personal responsibility.
- *Excellence* promotes high standards in character development and interpersonal relationships.

**Create a positive culture around issues of sexuality and relationships**

- *Equity* ensures that all pupils feel represented and respected, regardless of identity.
- *Empathy* fosters a culture of acceptance and kindness.
- *Empowerment* supports pupils in making informed, respectful choices.

**Teach pupils the correct vocabulary to describe themselves and their bodies**

- *Empowerment* enables pupils to express themselves clearly and confidently.
- *Excellence* ensures that language used is accurate, respectful, and developmentally appropriate.

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## How RSE Relates to Millom School's Ethos and Values

At Millom School, our ethos is built on the values of **Empowerment, Empathy, Excellence, and Equity**. These values are at the heart of our Relationships and Sex Education programme:

- **Empowerment:** RSE gives pupils the tools to make informed decisions, take ownership of their wellbeing, and navigate relationships with confidence.
- **Empathy:** Pupils learn to understand and respect different perspectives, fostering inclusive and compassionate relationships.
- **Excellence:** We deliver high-quality RSE that meets national standards and supports pupils in achieving their personal best.

- **Equity:** RSE is inclusive and accessible to all, ensuring every pupil receives the support and education they need to thrive.

## 2. Statutory requirements

At Millom school, we teach RSE as set out in this policy.

As a maintained secondary school, we must provide RSE to all pupils under section 34 of the [Children and Social Work Act 2017](#).

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 also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (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

## 3. Policy development

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – All parents and carers have been contacted via email to invite their views on this policy as part of our commitment to transparency and collaboration. Their feedback will help ensure that our Relationships and Sex Education provision reflects the values of **Empowerment, Empathy, Excellence, and Equity**, and meets the needs of our school community.
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## 4. Definition

For the purpose of this policy:

RSE is about the emotional, social and cultural 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.

RSE is not about the promotion of sexual activity.

## 5. Curriculum

Our RSE curriculum is set out as per Appendices 1 and 2, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers on request.

## 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships, including:

- Families
- Respectful relationships, including friendships
- Online safety and awareness
- Being safe
- Intimate and sexual relationships, including sexual health

RSE complements several other curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching. The RSE curriculum will be delivered by appropriately trained members of staff.

Teachers will make sure that pupils understand the importance of equality and respect, and learn about the law relating to the protected characteristics, as set out in the Equality Act 2010, by the end of their secondary education. The curriculum is designed to focus on pupils of all gender identities and expressions, and activities will be planned to make sure all are actively involved.

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

All resources and materials intended for delivery within the curriculum will undergo a structured quality assurance process before implementation. This process ensures that content is accurate, age-appropriate, inclusive, and aligned with statutory guidance and school values.

All resources will undergo a verification process prior to use. Materials created by teaching staff will be reviewed to ensure they align with relevant curriculum objectives and statutory requirements. Resources obtained from external providers, such as the PSHE Association, will be checked to confirm they are the latest approved versions and meet national standards.

Each resource will be assessed for quality and suitability before implementation. This includes verifying **accuracy**, ensuring all information is factually correct and evidence-based. The **appropriateness** of language, tone, and examples will be considered to confirm suitability for the intended age group. Resources must also demonstrate **inclusivity**, reflecting diversity and avoiding bias or stereotypes. Finally, all materials will be checked for **safeguarding compliance**, ensuring they do not contain content that could cause harm or distress to learners.

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

Pupil progress will be assessed through a combination of methods to ensure understanding and engagement with the curriculum. Firstly, **workbook completion** will be monitored regularly, providing evidence of knowledge acquisition and application. Secondly, **classroom discussion** will be used as an informal assessment tool to gauge comprehension, encourage critical thinking, and identify misconceptions in real time. Finally, each unit will conclude with a **formal unit test**, which will be marked and recorded to provide a clear measure of attainment.

Following the unit test, **intervention time** will be allocated for pupils who require additional support. This targeted intervention will address gaps in knowledge and reinforce key concepts to ensure all learners make expected progress.

It is important for secondary pupils to know what the law says about certain topics covered in RSE, particularly in relation to the law and young people. This will help pupils identify what is right and wrong, and can provide a foundation of knowledge for deeper discussion. These topics include, but are not limited to:

- Marriage, including forced marriage and civil partnerships
- Consent, including the age of consent
- Domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), 'virginity testing' and hymenoplasty

- Sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour
- Online behaviours including image and information sharing (including sexual imagery, youth-produced sexual imagery and including AI-generated sexual imagery and deepfakes). Pupils should understand the law about online sexual harassment and online sexual abuse, including grooming and sextortion
- Pornography
- Abortion
- The protected characteristics
- The age of criminal responsibility

For more information about our RSE curriculum, see Appendices 1 and 2.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

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 (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

## 6.1 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

## 6.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils

- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

## 7. Use of external organisations and materials

We will make sure that an agency and any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

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
- Inform all external organisations that the school is legally obliged to share all content with parents and carers

- Share all external materials with parents and carers

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
- Work with agencies who don't allow their material to be shared with parents and carers

## 8. Roles and responsibilities

### 8.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

### 8.2 The headteacher

The headteacher is responsible for making sure that RSE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 9).

### 8.3 Staff

Staff are responsible for:

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the [non-statutory/non-science] components of RSE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL) Mrs Katherine Knowles

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.

2025-26 Teachers of Personal development

Year 7 LH, AMc + TBC

Year 8 SP

Year 9-13 RLM

### 8.4 Pupils

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

## 9. Parents' right to withdraw

Parents/carers have the right to request to withdraw their child from the [non-statutory/non-science] components of sex education within RSE up to and until 3 terms before the pupil turns 16. After this point, if the pupil wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

A copy of any withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents/carers and take appropriate action and provide the parents/carers with their decision in writing.

In exceptional circumstances, for example because of a safeguarding concern or a pupil's specific vulnerability, the headteacher can refuse a request to withdraw the pupil from sex education.

### **Actions the Headteacher Will Take**

#### **1. Receive Written Request**

- Ensure the request is submitted in writing using the official form (Appendix 3).
- Confirm it is addressed to the headteacher.

#### **2. Record the Request**

- Place a copy of the withdrawal request in the pupil's educational record for compliance and safeguarding purposes.

#### **3. Arrange a Discussion**

- Meet with parents/carers to:
  - Clarify the nature of the request.
  - Explain which parts of RSE are statutory and cannot be withdrawn.
  - Discuss implications for the pupil's learning and wellbeing.

#### **4. Consider Exceptional Circumstances**

- Assess if there are safeguarding concerns or specific vulnerabilities that may require refusing the withdrawal request.
- Document reasons if refusal is necessary.

#### **5. Make a Decision**

- Decide whether to approve or refuse the withdrawal request based on policy and safeguarding considerations.

#### **6. Provide Written Response**

- Communicate the decision to parents/carers in writing.
- Include:
  - Confirmation of withdrawal (or refusal with reasons).
  - Outline of alternative provision (if withdrawal is approved).

#### **7. Ensure Pupil's Rights**

- If the pupil requests sex education after the withdrawal period (within 3 terms before turning 16), arrange for them to receive the education as per statutory guidance.

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

### **Consultation Summary**

The content was shared with parents for consultation during November 2025. A total of 57 parents responded, with only one comment received:

*"I don't believe marriage should be seen as an important part of a relationship just because of its legality."*

## 10. 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.

## 11. Monitoring arrangements

The delivery of RSE is monitored by Mr S Olliver (Assistant Head Teacher) and Mrs R Moore teacher of personal development through:

The delivery of the curriculum will be subject to rigorous monitoring arrangements to maintain high standards and consistency. Planning scrutinies will be conducted to ensure that medium-term and lesson plans align with statutory requirements and intended learning outcomes. Learning walks will take place regularly to observe classroom practice, assess pupil engagement, and confirm appropriate use of resources. Formal lesson observations will be scheduled as part of the school's quality assurance cycle, focusing on teaching quality and pupil progress. For non-specialist staff, delivery tracking will be implemented to monitor adherence to planned content and provide targeted support where necessary. Additionally, pupil workbooks and assessment outcomes will be reviewed through work scrutiny to ensure consistency in marking, feedback, and progression, with findings used to inform intervention and improvement strategies. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Mr S Olliver (Assistant Head Teacher) annually. At every review, the policy will be approved by the governing body

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

| YEAR GROUP | TOPIC DETAILS                           | THEME DETAILS                                                                              | RESOURCES                                                                                                                                                                                                                                                                                                    |
|------------|-----------------------------------------|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 7     | <b>Different Types of Relationships</b> | Exploring various relationships (friends, family, romantic, professional) and their impact | <ul style="list-style-type: none"><li>* Pair task: List different relationships</li><li>* Table discussion: Difference between friendship &amp; relationship</li><li>* Individual reflection: Importance, positives, challenges of a close relationship</li><li>* Plenary discussion: Key messages</li></ul> |
|            | <b>Relationship Communication</b>       | Understanding communication styles (assertive, aggressive, passive) and their outcomes     | <ul style="list-style-type: none"><li>* Scenario-based tasks: Identify assertive, aggressive, passive responses</li><li>* Table discussion: Best response and why</li><li>* Behaviour-feelings-outcomes matching activity</li><li>* Plenary: Guidelines for good communication</li></ul>                     |

| YEAR GROUP | TOPIC DETAILS                              | THEME DETAILS                                                                         | RESOURCES                                                                                                                                                                                                                                                                                                                                                                                |
|------------|--------------------------------------------|---------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|            | <b>Healthy and Unhealthy Relationships</b> | Identifying signs of healthy vs unhealthy relationships; types of abuse; getting help | <ul style="list-style-type: none"> <li>* Individual task: Sort statements into healthy/unhealthy</li> <li>* Table discussion: Signs of abusive relationships</li> <li>* Pair task: Categorize abuse types (physical, emotional, isolation, threats, sexual, financial)</li> <li>* Plenary: Share signs and categories</li> <li>* Card sort: Sources of help (Childline, etc.)</li> </ul> |
|            | <b>Sexual Relationships</b>                | Understanding sexual relationships, consent, contraception, and myths                 | <ul style="list-style-type: none"> <li>* Starter quiz (True/False)</li> <li>* Individual quiz &amp; peer marking</li> <li>* General knowledge questions on consent, contraception, STI risks</li> <li>* Discussion: Legal definitions (age of consent, child)</li> <li>* Plenary: Share one new learning</li> </ul>                                                                      |

| YEAR GROUP | TOPIC DETAILS     | THEME DETAILS                                                                                          | RESOURCES                                                                                                                                                                                                                                                                                |
|------------|-------------------|--------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|            | <b>Assessment</b> | Review and consolidate learning across all topics                                                      | <ul style="list-style-type: none"> <li>* 10-question written assessment (types of relationships, communication styles, unhealthy traits, abuse forms, age of consent, contraception)</li> <li>* Peer marking and corrections in green pen</li> <li>* Extension: Research task</li> </ul> |
|            | Science:          | Female and male reproductive systems; puberty; internal and external fertilisation; pregnancy to birth | Copies of lesson resources can be requested from the science department.                                                                                                                                                                                                                 |
| Year 8     | <b>Consent</b>    | Understanding consent vs peer pressure; personal boundaries                                            | <ul style="list-style-type: none"> <li>* Discussion: What is peer pressure?</li> <li>* Task: When do you feel pressured?</li> <li>* Video links on consent</li> <li>* Scenario-based activity: What would you do?</li> <li>* Plenary: Compare responses</li> </ul>                       |

| YEAR GROUP | TOPIC DETAILS       | THEME DETAILS                                                                | RESOURCES                                                                                                                                                                                                                                                                                                                                                                 |
|------------|---------------------|------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|            | <b>Delaying Sex</b> | Recognizing peer pressure linked to sexual activity; making informed choices | <ul style="list-style-type: none"> <li>* Recap quiz on age of consent, contraception</li> <li>* True/False statements on sexual pressure</li> <li>* Task: Rank reasons for having sex (circle activity)</li> <li>* Case study analysis</li> <li>* Discussion: Best advice for delaying sex</li> </ul>                                                                     |
|            | <b>Sexting</b>      | Understanding sexting, its dangers, and legal consequences                   | <ul style="list-style-type: none"> <li>* Discussion: What do you know about sexting?</li> <li>* Define sexting and devices used</li> <li>* Task: List possible consequences</li> <li>* Activity: Sexting and the law</li> <li>* Scenario analysis (Sarah &amp; James)</li> <li>* Reporting guidance (CEOP link)</li> <li>* Plenary: Create a poster on sexting</li> </ul> |

| YEAR GROUP | TOPIC DETAILS     | THEME DETAILS                                                            | RESOURCES                                                                                                                                                                                                                                                                                                                                         |
|------------|-------------------|--------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|            | <b>Marriage</b>   | Exploring attitudes to marriage, cohabitation, and changing social norms | <ul style="list-style-type: none"> <li>* Task: Define key terms (adultery, civil partnership, cohabitation, etc.)</li> <li>* Compare attitudes: 1950s vs today</li> <li>* Discussion: Why do couples choose cohabitation?</li> <li>* Task: Rights and legalities comparison</li> <li>* Plenary: Biggest reason for decline in marriage</li> </ul> |
|            | <b>Assessment</b> | Review and consolidate learning across all topics                        | <ul style="list-style-type: none"> <li>* 10-question written assessment (relationships, communication, unhealthy traits, abuse forms, age of consent, contraception)</li> <li>* Peer marking and corrections in green pen</li> <li>* Extension: Research task</li> </ul>                                                                          |

| YEAR GROUP | TOPIC DETAILS        | THEME DETAILS                                                                          | RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------|----------------------|----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 9     | <b>Contraception</b> | Understanding different types of contraception, how they work, and their effectiveness | <ul style="list-style-type: none"> <li>* Starter: Rate your knowledge (1–10)</li> <li>* Discussion: What is contraception?</li> <li>* Teacher explanation: How contraception prevents pregnancy</li> <li>* Task: Research using worksheet (methods, advantages, disadvantages, effectiveness)</li> <li>* Explore common methods: Male condom, pill, coil, implant, patch, injection, natural family planning, sterilisation, emergency contraception</li> <li>* Plenary: Share findings and clarify misconceptions</li> </ul> |

| YEAR GROUP | TOPIC DETAILS                                 | THEME DETAILS                                                         | RESOURCES                                                                                                                                                                                                                                                                                                                                                                                  |
|------------|-----------------------------------------------|-----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|            | <b>STIs (Sexually Transmitted Infections)</b> | Identifying common STIs, transmission, symptoms, risks, and treatment | <ul style="list-style-type: none"> <li>* Research task: Complete STI table (type, transmission, symptoms, risks, cure)</li> <li>* Class discussion: Bacterial vs viral STIs</li> <li>* Clue-based activity: Identify STI from symptoms</li> <li>* Teacher explanation: Gonorrhoea, HIV, Pubic Lice, HPV, Chlamydia, Herpes, Syphilis</li> <li>* Plenary: Prevention and testing</li> </ul> |
|            | <b>What Do Babies Need?</b>                   | Exploring essential needs and costs for babies in the first 6 months  | <ul style="list-style-type: none"> <li>* Task: List all items a baby needs in first 6 months</li> <li>* Budget activity: Plan essentials with £1500 budget</li> <li>* Discussion: Choices and reasons (e.g., reusable vs disposable nappies)</li> <li>* Plenary: Reflect on responsibility and cost</li> <li>* Extension: Create a poster/leaflet showing baby essentials</li> </ul>       |

| YEAR GROUP | TOPIC DETAILS                    | THEME DETAILS                                                | RESOURCES                                                                                                                                                                                                                                                                                    |
|------------|----------------------------------|--------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|            | <b>Parenthood</b>                | Considering implications of becoming a parent at a young age | <ul style="list-style-type: none"> <li>* Task: Answer questions about future ambitions</li> <li>* Scenario activity: Imagine being pregnant or getting someone pregnant</li> <li>* Reflection: Impact on career, holidays, life goals</li> <li>* Extension: Vision board planning</li> </ul> |
|            | <b>Handling a Baby with Care</b> | Safe handling practices and soothing techniques for babies   | <ul style="list-style-type: none"> <li>* Discussion: Why rough handling is dangerous</li> <li>* Task: Use NSPCC leaflet to answer questions</li> <li>* Poster activity: Topics like shaken baby syndrome, soothing methods, safe holding positions</li> </ul>                                |
|            | <b>Leaflet (NSPCC Guide)</b>     | Practical advice for safe baby care and coping with crying   | <ul style="list-style-type: none"> <li>* Read NSPCC “Handle with Care” guide</li> <li>* Identify key points: never shake a baby, coping strategies, safe holding positions</li> <li>* Discuss support services and emergency advice</li> </ul>                                               |

| YEAR GROUP | TOPIC DETAILS                   | THEME DETAILS                                                                                                                                                                            | RESOURCES                                                                                                                                                                                                                                    |
|------------|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|            | <b>Assessment</b>               | Review and consolidate learning across all topics                                                                                                                                        | <ul style="list-style-type: none"> <li>* 10-question written assessment (contraception, STIs, baby care)</li> <li>* Peer marking and corrections in different colour</li> <li>* Extension: Create a poster on an incorrect answer</li> </ul> |
| Year 10    | <b>Online &amp; Media</b>       | Where to seek support and manage online issues                                                                                                                                           |                                                                                                                                                                                                                                              |
|            | <b>Being Safe</b>               | Consent and how to recognise consent                                                                                                                                                     |                                                                                                                                                                                                                                              |
|            | <b>Families</b>                 | Responsibilities of being a parent, successful parenting, importance of raising children in a committed, stable relationship, and where/how to seek support from trustworthy individuals |                                                                                                                                                                                                                                              |
|            | <b>Respectful Relationships</b> | How to improve/support respectful relationships, respect in school and the wider community, behaviour in unhealthy relationships                                                         |                                                                                                                                                                                                                                              |

| YEAR GROUP | TOPIC DETAILS                            | THEME DETAILS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | RESOURCES                                                                                                                                    |
|------------|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
|            | <b>Intimate and Sexual Relationships</b> | Healthy and intimate relationships, where to seek support                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                              |
|            |                                          | Science GCSE (Combined Science and Biology): sexual and asexual reproduction (cellular level); formation of sperm and egg cells (meiosis - in context of chromosomes and genes, how variation arises); inherited disorders (genetic) and how screening tests can be used to detect and diagnose such disorders; hormones in reproduction, contraception, treating infertility (coordination and control unit); bacterial and viral sexually transmitted diseases e.g. HIV, HPV, chlamydia and gonorrhoea (infection and response unit). | See AQA GCSE Combined Science Trilogy specification for biology and AQA GCSE Biology specification for a full description of course content. |
| Year 11    | <b>Personal Development</b>              | Building self-awareness, resilience, and decision-making skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                              |

| YEAR GROUP | TOPIC DETAILS                            | THEME DETAILS                                                                                                                                                                 | RESOURCES |
|------------|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
|            | <b>Online &amp; Media</b>                | Sharing personal material online, viewing harmful content and its impact, sexually explicit material and its effect, the crime of sharing/viewing indecent images of children |           |
|            | <b>Being Safe</b>                        | Consent and how to recognise consent, including when consent is withdrawn                                                                                                     |           |
|            | <b>Respectful Relationships</b>          | Respectful relationships, respect in school and the wider community, behaviour in unhealthy relationships, sexual harassment                                                  |           |
|            | <b>Intimate and Sexual Relationships</b> | Healthy and intimate relationships, effects of sex on health, contraception, STIs, pregnancy, risky sexual behaviour, where to seek support                                   |           |

## Appendix 2: By the end of secondary school pupils should know

| TOPIC                                           | PUPILS SHOULD KNOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Families                                        | <ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to wellbeing, and their importance for bringing up children</li> <li>• Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony</li> <li>• That 'common-law marriage' is a myth, and cohabitants do not obtain marriage-like status or rights from living together or by having children</li> <li>• That forced marriage and marriage before the age of 18 are illegal</li> <li>• How families and relationships change over time, including through birth, death, separation and new relationships.</li> <li>• The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development.</li> <li>• How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust</li> </ul>                                                      |
| Respectful relationships, including friendships | <ul style="list-style-type: none"> <li>• About the characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships</li> <li>• How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal</li> <li>• The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others</li> <li>• What tolerance requires, including the importance of tolerance of other people's beliefs</li> <li>• The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict</li> </ul> |

| TOPIC                       | PUPILS SHOULD KNOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                             | <ul style="list-style-type: none"> <li>• The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help</li> <li>• Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration</li> <li>• The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care and attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says 'yes' to doing something that doesn't automatically make it ethically okay</li> <li>• How stereotypes, in particular stereotypes based on sex, gender, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice</li> <li>• How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others</li> <li>• How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others</li> <li>• How some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called 'involuntary celibates' (incels) or online influencers</li> </ul> |
| Online safety and awareness | <ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• About online risks, including that any material they provide provides to another has the potential to be shared and circulated online and the difficulty of removing potentially compromising material placed online. They should also understand the difference between public and private online spaces and related safety issues</li> <li>• Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

| TOPIC | PUPILS SHOULD KNOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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|       | <ul style="list-style-type: none"> <li>• About the characteristics of social media, including that some social media accounts are fake, and/or may post things which aren't real or have been created with AI. They should also know that social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online</li> <li>• That keeping or forwarding indecent or sexual images of someone under 18 is a crime (even if the photo is of themselves or someone who has consented, and even if the photo was created by that child and/or using AI). That there are potentially serious consequences of acquiring or generating these images. That sharing indecent images of people over 18 without their consent is also a crime</li> <li>• How to seek support. They should also understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared</li> <li>• What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online</li> <li>• About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them</li> <li>• That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons</li> <li>• Where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamourise behaviours which are unhealthy and wrong</li> <li>• That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice</li> <li>• How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns</li> <li>• That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. That this can affect people who see pornographic content accidentally, as well as those who see it deliberately. That pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it</li> <li>• How information and data is generated, collected, shared and used online</li> <li>• That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (for example, to enable targeted advertising)</li> <li>• That criminals can operate online scams, such as using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion</li> </ul> |

| TOPIC      | PUPILS SHOULD KNOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|            | <ul style="list-style-type: none"> <li>• That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. That it is important to be able to critically think about new types of technology as they appear online and how they might pose a risk</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Being safe | <ul style="list-style-type: none"> <li>• How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent</li> <li>• That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others</li> <li>• How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others if needed</li> <li>• How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. About ways of seeking help when needed and how to report harmful behaviour. That there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. About the importance of trusting their instincts when something doesn't feel right, and they should understand that in some situations a person might appear trustworthy but have harmful intentions</li> <li>• What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it</li> <li>• That sexual harassment includes unsolicited sexual language, attention or touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting</li> <li>• About concepts and laws relating to: <ul style="list-style-type: none"> <li>○ Sexual violence, including rape and sexual assault</li> <li>○ Harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language</li> <li>○ Domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour</li> <li>○ Harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation</li> <li>○ Forced marriage</li> <li>○ Female genital mutilation (FGM), virginity testing and hymenoplasty</li> </ul> </li> </ul> |

| TOPIC                                                      | PUPILS SHOULD KNOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                            | <ul style="list-style-type: none"> <li>• That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed</li> <li>• That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury</li> <li>• That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death</li> <li>• That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful</li> <li>• How to seek support for their own worrying or abusive behaviour, or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse and where to seek medical attention when required, for example after an assault</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Intimate and sexual relationships, including sexual health | <ul style="list-style-type: none"> <li>• That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive</li> <li>• The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex</li> <li>• About sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, such as the law, their faith and family values. That kindness and care for others require more than just consent</li> <li>• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</li> <li>• That some sexual behaviours can be harmful</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making</li> <li>• That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help</li> <li>• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted. How risk can be reduced through safer sex (including through condom use)</li> <li>• About the use and availability of the HIV prevention drugs pre-exposure prophylaxis (PrEP) and post exposure prophylaxis (PEP), and how and where to access them. The importance of, and facts about, regular testing and the role of stigma</li> <li>• About the prevalence of STIs, the short and long-term impact they can have on those who contract them, and key facts about treatment</li> </ul> |

| TOPIC | PUPILS SHOULD KNOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       | <ul style="list-style-type: none"> <li>• How the use of alcohol and drugs can lead people to take risks in their sexual behaviour</li> <li>• How and where to seek support for concerns around sexual relationships including sexual violence or harms</li> <li>• How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment</li> </ul> |

# Millom School

## & Sixth Form



### Appendix 3: Parent/carer form requesting their child's withdrawal from sex education within RSE

| TO BE COMPLETED BY PARENTS/CARERS                                                |  |       |  |
|----------------------------------------------------------------------------------|--|-------|--|
| Name of child                                                                    |  | Class |  |
| Name of parent/carer                                                             |  | Date  |  |
| Reason for withdrawing from sex education within relationships and sex education |  |       |  |
|                                                                                  |  |       |  |
| Any other information you would like the school to consider                      |  |       |  |
|                                                                                  |  |       |  |
| Parent/carer signature                                                           |  |       |  |

| TO BE COMPLETED BY THE SCHOOL                      |  |
|----------------------------------------------------|--|
| Agreed actions from discussion with parents/carers |  |
|                                                    |  |

