



MILLOM SCHOOL

Relationships and sex education policy

2020-2021

Approved by <i>	
Name:	Mrs B Ruddy
Position:	Chair of Governors
Signature:	<i>B Ruddy</i>
Date:	December 2020
Next review date: (2)	December 2021

¹ This document requires approval from either the Governing Body or Proprietor

² This document must be reviewed annually

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REVIEW SHEET

The information in the table below provides details of the earlier versions of this document (where available) and brief details of reviews and, where appropriate amendments which have been made to later versions.

Version Number	Version Description	Revision date
V1	Additions to policy made	December 2020

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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
- > Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- > Help pupils develop feelings of self-respect, confidence and empathy
- > Create a positive culture around issues of sexuality and relationships
- > Teach pupils the correct vocabulary to describe themselves and their bodies
- > Give pupils opportunities to demonstrate the Millom Learner, in the context of learning about RSE

2. Statutory requirements

As a maintained secondary school we must provide RSE to all pupils as per 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](#).

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

You should also refer to your funding agreement and articles of association for further information.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. 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 - parents and any interested parties were invited to attend a meeting about the policy
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

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 curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the personal development (PD) education curriculum. Biological aspects of RSE are taught within the science curriculum.

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

For information about sex education we provide that is in addition to what's covered in the science curriculum, please see Appendix 1.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- > Families
- > Respectful relationships, including friendships
- > Online and media
- > Being safe
- > Intimate and sexual relationships, including sexual health

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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Roles and responsibilities

7.1 The governing board

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

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- > Delivering RSE in a sensitive way
- > Modelling positive attitudes to RSE

- > Monitoring progress
- > Responding to the needs of individual pupils
- > Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

The staff responsible for RSE in Millom School:

Mrs C Vance - Assistant Headteacher and SLT Link for Personal Development

Mrs R Moore - Lead teacher of Personal Development

Mrs S Morton - Special Educational Needs Coordinator (SENCO)

Mr P Rawlinson - IT teacher and teacher of Year 9 Personal Development Mrs A Lowdon - Music teacher and teacher of Year 9 Personal Development

7.4 Pupils

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

8. Parents' right to withdraw

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

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

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Insert additional information about the actions the headteacher will take.

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

9. 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 and teachers of personal development 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.

10. Monitoring arrangements

The delivery of RSE is monitored by Mrs C Vance, Assistant Headteacher through the scrutiny of planning documents, the scrutiny of pupil work, lesson observations, departmental discussions.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Mrs C Vance, Assistant Headteacher, 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	TERM	TOPIC/THEME DETAILS	RESOURCES
7	Autumn	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.
7	Spring	Personal development Online & media Rights and responsibilities online, where to see support, harmful content and sharing personal details/material.	Copies of lesson resources can be requested from the PD department.
	Summer	Families: Different types of relationships and how these contribute towards happiness, where and how to seek support from trustworthy individuals.	
	Spring/summer	Respectful relationships: Positive and healthy friendships. Improving/supporting respectful relationships, stereotypes, respect in school and in the wider community, bullying, human rights.	
	Summer	Intimate and sexual relationships: healthy & intimate relationships,	
8	Spring	Personal development Online & media Rights and responsibilities online, where to see support, harmful content and sharing personal details/material, online risks, sexually explicit material and its impact, the penalties for sharing/viewing indecent images of children, how information is generated and shared.	Copies of lesson resources can be requested from the PD department.
	Summer	Being safe: Consent Families: Different types of relationships, marriage and other types of relationships.	
	Summer		
	Summer	Respectful relationships: Respect in school and in the wider community, bullying, human rights.	
	Autumn/summer	Intimate and sexual relationships: healthy & intimate relationships, effects of sex on health, peer pressure, delaying sex, risky sexual behaviour, where to seek support.	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
9	Summer	<p>Personal development</p> <p>Being safe: Consent and how to recognise consent and when consent can be withdrawn.</p> <p>Families: Responsibilities of being a parent.</p> <p>Respectful relationships: Respect in school and in the wider community, stereotypes.</p> <p>Intimate and sexual relationships: healthy & intimate relationships, effects of sex on health, lifestyle choices and its impact on reproductive health, peer pressure, delaying sex, contraception, STI's, pregnancy, risky sexual behaviour, where to seek support.</p>	Copies of lesson resources can be requested from the PD department.
	Summer Spring		
	Summer		
10	Spring	<p>Personal development</p> <p>Online & media: Where to seek support and manage online issue.</p> <p>Being safe: Consent and how to recognise consent.</p> <p>Families: Responsibilities of being a parent, successful parenting, the importance of bringing up children in a committed, stable relationship, where and how to seek support from trustworthy individuals.</p> <p>Respectful relationships: How to improve/support respectful relationships, respect in school and in the wider community, behaviour in unhealthy relationships.</p> <p>Intimate and sexual relationships: healthy & intimate relationships, where to seek support.</p>	Copies of lesson resources can be requested from the PD department.
	Summer		
	Summer		
	Summer		
	Spring		
11	Autumn	<p>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).</p>	See AQA GCSE Combined Science Trilogy specification for biology and AQA GCSE Biology specification for a full description of course content.
	Spring		

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
11	Autumn	<p>; Personal development</p> <p>; Online & media: 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.</p>	Copies of lesson resources can be requested from the PD department.
	Autumn	<p>Being safe: Consent and how to recognise consent when consent is withdrawn.</p>	
	Autumn	<p>Respectful relationships: Respectful relationships, respect in school and in the wider community, behaviour In unhealthy relationships, sexual harassment.</p> <p>Intimate and sexual relationships: healthy & intimate relationships, effects of</p>	
12 & 13	Autumn	<p>sex on health, contraception, STI's, pregnancy, risky sexual behaviour, where to seek support.</p>	Copies of lesson resources can be requested from the PD the department.
	Autumn	<p>Personal development</p> <p>Being safe: Forced marriage, honour-based violence, grooming, coercion and effect of these on current and future relationships.</p>	
	Autumn	<p>Respectful relationships: Respectful relationships, respect in school and in the wider community, behaviour in unhealthy relationships.</p> <p>Intimate and sexual relationships: Reproductive health and the effects of lifestyle choices on fertility.</p>	

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

TOPIC	PUPILS SHOULD KNOW
i Families	<p>1</p> <ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships): and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

Online and media

- Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
- About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online
- Not to provide material to others that they would not want shared further and not to share personal material which is sent to them
- What to do and where to get support to report material or manage issues online
- The impact of viewing harmful content
- That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
- How information and data is generated, collected, shared and used online

Being safe

- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

Intimate and sexual relationships, including sexual health

- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship
- 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
- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women
- That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
- That they have a choice to delay sex or to enjoy intimacy without sex
- The facts about the full range of contraceptive choices, efficacy and options available
- The facts around pregnancy including miscarriage
- That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)
- How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing
- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
- How the use of alcohol and drugs can lead to risky sexual behaviour
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS

Name of child

Class

Name of parent

Date

Reason for withdrawing from sex education within relationships and sex education

Any other information you would like the school to consider

Parent signature

TO BE COMPLETED BY THE SCHOOL

f

Agreed actions
from
discussion with