



Relationships and Sex Education Policy

Approved by School Representative: Diane Taylor

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Rationale

The Milestone School believes that PSHE and RSE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, in order to become informed, active and responsible citizens. The teaching of SRE forms an integral part of the PSHE curriculum and this is a core subject throughout the school. The programme promotes emotional, social and cultural development of pupils and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

Under the new guidance issued by the DfE, by September 2020, Relationships Education at primary age will be compulsory. We believe that, to be effective, RSE should always be taught within a broader PSHE education programme. RSE enhances and is enhanced by learning related to topics including anti-bullying; keeping safe on and off line; keeping physically and mentally healthy, learning about drugs, alcohol and tobacco; and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making.

Purpose

The delivery of relationship and sex education at the school will take account of the diverse needs of the pupils. The relationship and sex curriculum will be differentiated and carefully planned to meet the needs of pupils. Particular attention will need to be given to pupils with communication difficulties and pupils with autism, and will incorporate EHCP outcomes as appropriate.

An overview of curriculum content is set out below. At The Milestone School most pupils will access the Primary outcomes. Where appropriate the secondary outcomes will be delivered (please see appendix 2 for detailed, Department of Education end of key stage outcomes).

Primary

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships, including:

- Families and people who care for us
- Caring friendships
- Respectful relationships
- Online relationships
- Being Safe

Primary Sex Education will focus on:

- Preparing boys and girls for the changes that adolescence brings (Puberty)

Secondary (Years 7-11)

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

Roles and responsibilities – How Relationships and Sex Education is organised in the curriculum.

RSE is not delivered in isolation, but firmly embedded in all curriculum areas including Personal, Social, Health and Economic (PSHE) education, Citizenship and Science. At The Milestone School, the main RSE content is delivered as part of a wider topic to provide a context for learning. Many aspects of RSE are taught throughout the year, whilst some specific age-related aspects are delivered at a pre-planned point during the year in order that parents are informed and can be involved in supporting their child.

- RSE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups
- PSHE Ground Rules are used in all PSHE and RSE lessons (Please find example in Appendix 1)
- Pupils are able to ask anonymous questions by writing a note for the class worry box. These boxes are located within classrooms
- Resources used are flexible in order to meet the needs of the pupils and curriculum. A selection of these can be viewed by parents on request
- Scientific vocabulary will be used throughout the RSE and PSHE curriculum
- RSE is delivered through a varied range of activities, which promote dialogue and understanding. These include: Circle time, active teaching and learning, role play/scenarios, card sorting and discussions
- External agencies can be invited to support the delivery of RSE. These include: the school nurse and the police
- External agencies and visitors are familiar with and understand the school's RSE policy and safeguarding policy and work within these documents
- All input to RSE lessons is part of a planned programme and negotiated and agreed with staff in advance
- All visitors are supervised/supported by a member of staff at all times
- The input of visitors is monitored and evaluated by staff. This evaluation informs future planning

Parental rights to withdraw their children

Parents have the right to withdraw their children from all, or part of, the RSE curriculum except those parts included within the National Curriculum for Science, which are statutory. Effective methods to communicate the school's approach to RSE, including the parental right to withdraw their child are through the schools' website, prospectus, the RSE policy and the year group RSE curriculum information letter sent home to parents. The letter also includes arrangements for a parent meeting with staff.

Primary: Parents do NOT have the right to withdraw their children from Relationships Education.

Parents have the right to withdraw their children from any non-science components of sex education within RSE.

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

Requests for withdrawal should be put in writing and addressed to the Head Teacher who will explore any concerns and discuss any impact that withdrawal may have on the child.

Training

Staff are offered training on the delivery of RSE as part of their induction and it is included in our CPD programme.

Visitors may also be invited (e.g. school nurses or sexual health professionals) to provide support and training to staff teaching RSE.

Monitoring

The delivery of RSE is monitored by the TLR for PSHE through planning scrutiny, learning walks and lesson observations.

This policy will be reviewed by the TLR for PSHE annually.

Appendix 1

RSE Ground Rules example

The pupils will be asked to think of some ground rules they would like everyone to follow when discussing sensitive topics as their first activity. Here is an example of some rules:

- If we can't attend or don't feel comfortable then we will tell someone beforehand
- We will always respect everyone in the group
- We will be sensitive to everyone's different backgrounds, needs and experiences
- We will keep everything that is discussed during the lesson confidential
- We will keep people's names out of our discussions
- We know that there are no wrong answers – everyone is there to learn
- We know that we don't have to answer or discuss things we don't want to
- We know that this lesson is a safe space, free from violence – physical or verbal
- We will treat others as we wish to be treated

Appendix 2

End of Key stage outcomes

By the end of primary

Families and people who care for me

Pupils should know:

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

Caring friendships

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful relationships

Pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- 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 those in positions of authority
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

Being safe

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

By the end of secondary school

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary.

Families

Pupils should know:

- 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 – for example, 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), how to seek help or advice, including reporting concerns about others, if needed

Respectful relationships, including friendships

Pupils should know:

- the characteristics of positive and healthy friendships, in all contexts including online, such as:
 - 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 (for example, 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

Pupils should know:

- 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, for example 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

Pupils should know:

- 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

Pupils should know:

- 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, for example 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 and menopause
- 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 and 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

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