



Relationships and Sex Education (RSE) Policy

Approved by School representative: Stephen Dowell

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INTRODUCTION

The Milestone School takes its responsibility to provide relevant, effective and responsible relationship and sex education (RSE) very seriously. It is part of the school's personal, social, health and economic education (PSHE). The school wants families and pupils to feel assured that RSE will be delivered at a level appropriate to both the age and development of pupils and safe to voice opinions and concerns relating to the RSE provision.

This policy is drafted by the RSE Lead in consultation with the Headteacher and Local Advisory Board (LAB). Families are given the opportunity to discuss this policy at parents' evenings and teaching and non-teaching staff are invited to discuss and make contributions. The policy is reviewed and approved annually by the LAB.

Implementation: It is the responsibility of line managers to ensure staff members are aware of and understand this policy and any subsequent revisions.

Compliance: This policy complies with all relevant regulations and legislation. These legislations were amended in 2020 to meet statutory government guidelines.

AIMS

The aims of RSE at our school are to:

- Prepare our pupils to meet the challenges of building a happy and effective adult life. To develop a positive sense of self alongside knowledge that will enable them to make informed decisions about their wellbeing, health and relationships.
- Equip our pupils to become resilient in the face of challenging or unfamiliar situations and to know how to access help and support when they need it.
- provide high quality, sensitive teaching that is differentiated to meet individual needs and circumstances.
- 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

The school would like to emphasise that by providing comprehensive RSE we are not encouraging pupils to become sexually active. The aim of this policy is to ensure that the right provision is in place so pupils may have all the background knowledge they need to make informed decisions and responsible choices as they grow up.

Through the provision outlined in this policy we aim to raise pupils' self-esteem and confidence, trying to develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media.

We hope to teach pupils to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them. We want our pupils to lead a healthy and safe lifestyle, teach them to care for and respect their bodies and provide them with all the right tools that will enable them to seek information or support, should they need it, both during their school years and after.

ROLES AND RESPONSIBILITIES

The LAB and leaders will:

- Develop this policy and review it on a yearly basis. This policy is developed in consultation with families, pupils and staff to ensure that it meets the needs of the whole school community.
- Ensure all staff are given regular and ongoing training on issues relating to RSE and how to deliver lessons on such issues.
- Ensure all staff are up to date with policy changes and familiar with school policy and guidance relating to sex education.
- Provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RSE to pupils. This may be because they do not feel that their training has been adequate or that aspects of the curriculum are in conflict with their religious or cultural beliefs.
- Ensure that RSE is age-relevant and appropriate for all pupils; this means ensuring that the curriculum develops as our pupils do and meets their needs.
- Ensure the knowledge and information regarding RSE, to which all pupils are entitled, is provided in a comprehensive way.
- Support family involvement in the development of the RSE curriculum.
- Ensure their personal beliefs and attitudes do not prevent them from providing a balanced RSE in school.
- Communicate freely with staff, families and the LAB to ensure everyone is in understanding of the school policy and curriculum for sex education and any concerns or opinions regarding the provision at the school are listened to, considered and acted on as appropriate. We want the provision of sex education at home to be complementary to the provision the school provides, and this should be clearly communicated to families and additional support given where necessary or requested.

It is important that **all staff** feel comfortable to partake in PSHE classes and answer questions from pupils. If a staff member does not feel confident leading RSE discussions, then that is likely to be reflected by the pupils and their learning may be compromised.

The school encourages continued professional development training for the teachers of PSHE and/or RSE in how to deliver sex education; this includes sessions on confidentiality, setting ground rules, handling controversial issues, responding to awkward questions and an introduction to the rationale of why teaching RSE is so important.

All staff will:

- Take it upon themselves to ensure they are up to date with school policy and curriculum requirements regarding sex education. Any areas they feel are not covered or inadequately provided for should be reported back to the PSHE Lead.
- Attend and engage in continued professional development training around sex education provision.
- Encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them. If a pupil comes to a member of staff with an issue, and the member of staff feels they are not able to deal with alone, they should take this concern to their manager. No one else should be informed at this stage and a breach of confidentiality may fall under staff misconduct and disciplinary procedures.
- Provide regular feedback to the PSHE lead on their experience of teaching RSE and pupil response.
- Ensure their personal beliefs and attitudes do not prevent them from providing balanced RSE in school.
- Tailor their lessons to suit all pupils in their class, across the whole range of needs and abilities. If staff need support in this area they should speak to the PSHE lead or a member of the Senior Leadership Team (SLT).

Pupils:

Pupils are expected to attend RSE sessions and take them seriously. These classes are a very important part of the curriculum and a tool to aid personal development.

Pupils should support one another with issues that arise through RSE.

Pupils should listen, be considerate of other people's feelings and beliefs and complying with confidentiality rules.

Pupils should talk to a member of staff, in confidence, regarding any concerns they have in school related to RSE or otherwise. Conversations of this nature between staff and pupils will be held in confidence; however, staff may take concerns to the Designated Safeguarding Lead (DSL), Deputy Designated Safeguarding Leads (DDSLs) or Designated Safeguarding Officers (DSOs) if there is a child protection concern or they feel ill-equipped to deal with the issue at hand.

We ask pupils for feedback on the school's sex education provision and expect them to take this responsibility seriously. Opinions on provision and comments are reviewed by the PSHE lead and taken into consideration when the curriculum is prepared for the following year's pupils. The school hopes to provide pupils with the education they need on topics they want to learn about.

Families:

The school expects families to share the responsibility of RSE and support their children's personal, social and emotional development.

We encourage families to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school PSHE. Families are encouraged to seek additional support from the school where they feel it is needed. For information on accessing school support, see the Safeguarding and Confidentiality Section (Page 8).

IMPLIMENTATION AND CURRICULUM

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).

A wide range of resources are used to meet the cognitive and developmental needs of individual pupils and promote learning. Resources are regularly reviewed and updated in line with local and national guidance and include those recommended by Gloucestershire Healthy Living and Learning and the PSHE Association.

Teachers deliver sessions specific to the needs of the pupils in class and respond to their behaviour and development.

Pupils in the **Foundation Department** follow the PSHE Association 'PSHE' and Relationships' framework.

Pupils in the **Middle Department** follow the PSHE Association 'PSHE and Relationships and Sex Education' framework.

Pupils in the **Senior Department** follow the PSHE Association 'PSHE' framework in addition to an ASDAN short course in 'Respecting Relationships' and 'Sexual Health'. Through these short courses, pupils will complete up to 60 hours of study to obtain ASDAN credits and a certificate.

Sex education at The Milestone School is inclusive with different views and religions.

Our curriculum explores different attitudes, values and social labels and develops the skills to enable our pupils to make informed decisions regarding sex and relationships. It is important that pupils know the difference between fact, opinion and belief.

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 Appendix 1 and the PSHE section of The Milestone School website.

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, LGBTQ+ 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: children looked after or young carers).

Terminology

Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; with a focus on what is and isn't acceptable or expected language.

Dealing with difficult questions

There may be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from the PSHE lead.

Ground rules in class are essential when discussing sensitive subject matter.

Pupils

The Milestone School recognises many of our pupils experience significant challenges in making positive relationships due to their autism and additional needs. These challenges may become more acute in relation to puberty, relationships and sex. Staff appreciate such sensitivities may need to be managed on a personalised basis and not a generalised approach.

The school works hard to ensure all aspects of the school curriculum are inclusive and support the needs of pupils of all ranges of abilities. Staff should differentiate sessions to ensure all members of the class can access the information fully.

The school will use a variety of different strategies to ensure all pupils have access to the same information. Some of these include:

- interactive teaching methods;
- use of expert guest speakers;
- practical activities;
- speaking and listening tasks;
- independent research;
- using videos or imagery;
- group and paired activities.

Withdrawal from RSE

The school aims to keep families informed about all aspects of the RSE curriculum and urges them to read this policy. Families can request access to resources and information being used in class. The school will do everything it can to ensure families are comfortable with the education provided to their children in school.

Families of primary aged pupils do not have the right to withdraw their children from relationships education.

Families do 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 their 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 to the headteacher.

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

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

Complaints

Families who have complaints or concerns regarding the RSE curriculum should contact the school and follow the school's complaints policy.

Equal opportunities

RSE lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views will be challenged and equality promoted.

Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously.

SAFEGUARDING AND CONFIDENTIALITY

We aim to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Discussion around what is expected and unexpected in healthy relationships may lead to the disclosure of a child protection issue. If this is the case, the school's child protection and safeguarding procedures will be followed.

Personal information about pupils who have approached a teacher for discussion should not be shared with any other person. If there is a child protection concern, the information must only be shared with the Designated Safeguarding Lead, Deputy Designated Safeguarding Officer or Designated Safeguarding Officer. Staff members

that breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so, will be dealt with under the school's staff discipline, conduct and grievance procedures.

If a staff member is approached by a pupil under 16 who is having, or is contemplating having sexual intercourse, the teacher should:

- Ensure the pupil is accessing all the contraceptive and sexual health advice available and understands the risks of being sexually active.
- Encourage the pupil to talk to their family. Pupils may feel they are more comfortable bringing these issues to a member of staff they trust, but it is important that children and their families have open and trusting relationships when it comes to sexual health. The school will encourage this as much as possible.
- Decide whether there is a child protection issue. This may be the case if the teacher is concerned that there is coercion or abuse involved.
- If a member of staff is informed that a pupil under 13 is having, or is contemplating having sexual intercourse, this will be dealt with under child protection procedures.

Our pupils may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned this is the case, they should seek support from the Safeguarding Team to decide what is in the best interest of the child.

Advice and treatment

Staff who are approached by pupils with a concern about having contracted or possibly contracted a sexually transmitted disease should refer them immediately to the Designated Safeguarding Lead, Deputy Designated Safeguarding Officer or Designated Safeguarding Officer. They will liaise with the young person's Sexual Health Clinic within the child's Local Authority.

Providing advice on contraception and practising safe sex is a key part of the school's RSE provision. We encourage families to engage their child in open discussion about practising safe sex.

There is no reason for staff to expect to be made aware of a pupil or colleague's HIV or hepatitis status and no person will be discriminated against because of this. The Milestone School will educate pupils about HIV, AIDS and other sexually transmitted diseases.

The school's first aid policy covers protection for all school members against infection from blood-borne viruses.

MONITORING AND REVIEWING

Our aim is to provide RSE that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. We review the RSE curriculum annually and will inform families of any revisions to the policy or RSE curriculum.

We aim to monitor the effectiveness of our RSE provision through:

- yearly feedback from pupils or other stakeholders;
- feedback from staff;
- classroom observations;
- Curriculum, scheme of work and planning moderation;
- SOLAR;
- Evidence of learning

SUPPORT

We aim for all pupils to feel safe in school to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to sex education. We promote the school ethos as one of inclusion and acceptance throughout all areas of school and hope pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

A family introduction to the Safeguarding practice at school and the RSE curriculum is held annually. The workshop enables families to explore the RSE framework and become informed of any updates or changes to the PSHE and RSE curriculum. Information given throughout the workshop will be shared on The Milestone School website or ClassDojo.

Families requiring one to one support on providing effective relationship or sex education at home can contact their child's class teacher or Head of Department.

APPENDIX 1

Primary age pupils

Appendix 1: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • 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
Caring friendships	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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
TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 e.g. family, school and/or other sources

Changing Adolescent body	<ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes • about menstrual wellbeing including the key facts about the menstrual cycle.
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Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<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
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TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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)

<p>Intimate and sexual relationships, including sexual health</p>	<ul style="list-style-type: none"> • 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
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Appendix 3: Parent form: withdrawal from sex education within RSE (secondary age pupils)

TO BE COMPLETED BY THE SCHOOL	
<p>Agreed actions from discussion with parents</p>	<p>Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</p>

APPENDIX 2

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			