

RSE POLICY

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N.B.

From September 2020 the Government will rename Sex and Relationships Education (SER) - Relationships and Sex Education (RSE).

RSE is used in this policy as an abbreviation of the new name from September 2020. It is important to note that the new statutory framework also includes health education, but 'health education' is not currently covered in this policy.

1. Introduction

Millais School is a state school for students aged 11-16. Students come from a variety of backgrounds and the Relationships and Sex Education (hereafter RSE) policy takes account of the social, ethnic, and religious nature of different communities represented in the school. The school's policy on RSE acknowledges that the school has a role complementary and supportive to that of parents and carers.

2. Vision (including a definition of RSE) and our Moral and Values Framework

2.1 Vision

At Millais we believe that our high quality RSE will stay with our students for life. RSE is **not** about encouraging teenagers to become sexually active nor is it about promoting any particular lifestyle or relationship choice. RSE is about providing students with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people, and in the future as adults. RSE at Millais is delivering an innovative curriculum fit for the world our young people are living in. We believe in empowering our students to understand their bodies, to reflect on their relationship values and to be able to openly discuss relationships and sex. We believe that this approach will reduce the risk of unhealthy and abusive relationships.

At Millais we are committed to the important role that RSE plays in giving our students a holistic education, and we aim to build on the RSE programmes covered in our feeder Primary Schools. The theme of consent underpins much of our PSHE work. We introduce students to the importance of consent from Year 7 and this is revisited and adapted to the age of each year group.

2.2 Moral and Values Framework

RSE will be delivered within the context of the school's agreed aims and values which (in accordance with the Equality Policy) are sensitive to the needs and beliefs of students, parents or carers and other members of the school community.

RSE supports and guides young people in lifelong learning about relationships, emotions, the human biology of sex, sexuality and sexual health. The aim is that students learn to understand and manage their physical and emotional development during adolescence and are prepared for the decisions to be made in adult life.

Students will be given access to accurate information relevant to their needs. Students need help to understand their own feelings and attitudes, and those of others, in order to develop values upon which decisions about relationships can be soundly based. RSE develops the communication skills to help students take greater responsibility for their own sexual health and behaviour.

RSE explains the importance of stable relationships for family life and successfully bringing up children. Care will be taken to avoid attaching any stigma to different home circumstances.

RSE coverage of morals and values also includes:

- respect for self and others;
- avoidance of abusive and exploitative relationships;
- commitment, trust and love within relationships;
- honesty with self and others;
- exploration of rights, duties and responsibilities;
- understanding diversity regarding religion, culture and sexual orientation;
- knowledge of how the law applies to sexual relationships.

3. Objectives

At Millais our RSE Programme seeks to:

- Be age appropriate and differentiated to the needs of the students including SEN, autistic, visually impaired students and any other disabilities that require a bespoke curriculum. The PSHE curriculum is tailored to the community and careful consideration is given to when students need to be informed and engage with certain questions relating to growing up.
- Provide a framework in which sensitive discussions can take place in a sensitive and balanced manner
- Encourage the development of social skills and strategies, which will reduce the risk of exploitation, misunderstanding and abuse.
- Prepare students for the journey from **adolescence to adulthood**
- Prepare student for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Teach students the correct vocabulary to describe themselves and their bodies
- Create a positive culture around issues of sexuality and relationships
- Ensure students can identify the qualities of **healthy and unhealthy relationships**
 - Reinforce the importance of **loving relationships**, rooted in **mutual respect**
- Develop a clear understanding of the importance of **consent**; how to give, withdraw, ask for and recognise consent
- Allow students to examine the physical and emotional implications of sexual behaviour and to explore the arguments for **delaying sexual activity**
- Ensure students understand the different risks associated with various types of sexual activity and understand how to engage **in safe sexual activity** by exploring a range of **contraception**
- Explore the skills needed for **effective parenting** and how to assess one's readiness to be a parent
- To represent all types of families and to explore the different methods for starting a family
- To ensure that BAME, LGBT and people with disabilities are positively represented in our curriculum
- Provide students with a safe environment to learn about **sexual orientation and gender identity**, reinforcing the importance of mutual respect and tackling LGBT misconceptions, homophobia, transphobia, bi-phobia and gender stereotypes
- Be fully **inclusive of all genders, sexual orientations and all types of families (LGBTQ+ inclusive)**

- Make students aware how and where to **seek help** if they are in an unhealthy or abusive relationship
- Ensure that students have a clear understanding of **sexual and reproductive biology**, including knowledge of HIV and other sexually transmitted diseases
- Place paramount importance on online safety and the risks of using social media and the internet for sexual purposes
- Develop students' understanding of the dangers of pornographic material

4. Legal Requirements

Under the Education Act (1993) and the Education Reform Act (1998) all schools are required to maintain a statement of Policy regarding RSE and make it available to parents on request. This policy complies with DfE Guidance on Sex & Relationships Education (0116/2000) and the supplementary guidance Sex & Relationships Education for the 21st Century 2014.

From September 2020 the guidance document '**Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers**' will become statutory. This document clearly sets out the curriculum content that secondary schools must deliver on RSE and Health Education. This document contains information on what schools should do and sets out the legal duties with which schools must comply when teaching Relationships Education, Relationships and Sex Education (RSE) and Health Education. Unless otherwise specified, 'school' means all schools, whether maintained, non-maintained or independent schools, including academies and free schools, non-maintained special schools, maintained special schools and alternative provision, including student referral units. **See appendix 1 for further information on curriculum content.**

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/781150/Draft_guidance_Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education2.pdf

5. Course Content

Our RSE curriculum map is published on the school website, alongside this policy document. Detailed content of the RSE curriculum will be made available to parents on request. Our curriculum content will cover the required themes as set out in **Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers – see Appendix 1.**

See Appendix 2 and 3 and additional Curriculum Map diagram for our programme of study in each year group.

- Family
- Respectful relationships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

If students 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.

6. Organisation and Delivery

1. RSE is taught within the personal, social, health and economic (PSHE) education curriculum – known as Personal Development (PD). Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).
2. Groupings – Years 7 and 8, students are taught in Tutor Groups. Years 9 – 11, students are generally taught in mixed classes of a typical class size for Millais school. In other subjects, students may be taught in tutor or mixed groups also.
3. All students within the school have equal access to RSE. Topics are revisited in order to allow provision for previous absence and different levels of understanding, maturity and learning abilities
4. Identified SEN students will receive a differentiated RSE programme as required
5. Teachers, and all those contributing to RSE, will work within an agreed framework as set out in this policy
6. Training is given to teachers of PD to allow for expert RSE delivery.
7. We will work with external specialist organisations, consultants and healthcare professionals to ensure our curriculum reflects current best practice.
8. Teachers will ensure that an atmosphere is created where students feel able to discuss their concerns, feelings and relationships.
9. Questions from students will be addressed and dealt with in the most appropriate manner and not disregarded. The form in which these questions are addressed may be in group activities, or on a one-to-one basis, as appropriate.
10. Resources will be assessed to ensure they are appropriate to the age and maturity of students. Resources will take account of equal opportunities and use the appropriate language and images. Resources that promote stereotyping, racism and sexism will be not be used.
11. A variety of teaching and learning styles will be used throughout the course, including multimedia, information sheets, pamphlets, textbooks, models, games, role-play, IT, the Internet and visits by outside specialists.
12. General information about contraception is provided in PD lessons but teachers will not give individual advice on contraceptive matters. The Community School Nurse can give individual advice without parental permission although parental involvement is encouraged.

7. Sensitive or Controversial Topics

1. During RSE lessons (and at other times) controversial topics may arise. The judgement of individual teachers will decide as to whether the subjects are suitable for class discussion. Teachers will try to answer students' questions honestly, sensitively and in such a way that takes the context into account. In all circumstances, the professional judgement of the teacher must come in to play.
2. If a question is felt to be too explicit, the teacher will acknowledge it and deal with it outside the whole class setting.
3. Teachers should establish a set of ground rules so that young people are aware of parameters.
4. Students should never be asked to disclose their sexual orientation or personal information about themselves or others.

5. Teachers and students will show respect for all genders, sexualities and different types of families.
6. Any concerns that arise about sexual abuse or any other safeguarding issues must be followed up under the school's safeguarding procedures.
7. Where discussions about sexual behaviour arise from apparently unrelated topics, teachers will give attention to relevant issues, again using professional judgement.
8. HIV/AIDS - Informative discussions covering the transmission of the HIV virus may, by the very nature of the subject, include discussion of certain sexual acts and practices. Teachers will deal sensitively and objectively with information of this kind and will always avoid the development of bias and prejudice. Teachers will challenge stereotypes and misconceptions about HIV.
9. Teachers should also be aware that they may be dealing with students who are HIV positive or who have close links with others who are.

8. Confidentiality

1. Effective RSE should enable and encourage young people to talk to a trusted adult if they are in a sexual relationship or contemplating being so. It is desirable but not always possible that that person should be their parent or carer. The law allows health professionals to see, and in some circumstances, to treat young people confidentially. Part of this process includes counselling and discussion about talking to parents.
2. When a member of staff learns from an under 16 year old that they are having, or are contemplating having sexual intercourse, they must refer the matter to the schools Designated Safeguarding Lead, or if a 16 year old student is contemplating having sexual intercourse with a student below the age of 16, who will lead on the most appropriate course of action in line with the school's Safeguarding Policy.

9. Working with Parents

1. Parental support is integral to the success of our RSE curriculum. While we have an educational and legal obligation to provide young people with RSE, we respect the primary role of the parents in educating their children about these matters.
2. Our RSE programme is outlined in in our Curriculum Documents for Years 7, 8 & 9, and in the Curriculum Guide for KS4 and parents/guardians are very welcome to explore our RSE curriculum further by requesting to view the teaching materials. Also see Appendix 2 and 3 for long term map and detailed curriculum overview map.
3. Under the Education Act 1993, parents have the right to withdraw their children from either part, or all, of the Sex Education provided by the school. However this does not include aspects of Sex Education covered by the Science National Curriculum. Parents with concerns or considering withdrawing their child for RSE should in the first instance contact their child's Director of Year, who will invite the parent to a meeting to discuss their concerns and reassure the parents of the health and educational benefits of RSE. In most cases this resolves any concerns but should parents still wish to withdraw their child from RSE then a request should be made in writing to the Headteacher.
4. As of September 2020, Parents have the right to withdraw their children from the non-statutory 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.

5. Requests for withdrawal should be put in writing addressed to the Headteacher.
6. A copy of withdrawal requests will be placed in the student's educational record. The Headteacher will discuss the request with parents and take appropriate action.
7. Alternative work will be given to students who are withdrawn from sex education.

10. Roles and Responsibilities

7.1 The governing board

The governing body has delegated the approval of this policy to the Headteacher.

7.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory 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 students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory 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.

Members of staff responsible for teaching RSE in Millais are predominantly PD Department and Science Department staff – with the Head of PD in charge of PSHE RSE content and the Head of Science in charge of the science curriculum content.

7.4 Students

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

11. The Role of Health Professions in the Delivery of RSE

The school will work with health professionals in the development and implementation of the schools RSE programme. Any visitors used to help in the delivery of the RSE programme will be clear about the boundaries of their input and will be aware of the RSE curriculum, relevant school policies and their work will be planned and agreed in advance.

12. Monitoring and Evaluation

The delivery of RSE is monitored by the Head of PD through:

Learning walks

Book checks

Student Interviews

Staff training

Staff redeployment to ensure that expert members of staff are used for sensitive topic delivery

Students' development in RSE is monitored by class teachers as part of our internal assessment systems – including baseline assessments and reviews.

This policy will be reviewed by the Lead for RSE annually. At every review, the policy will be approved by the Headteacher.

The implementation of this policy will be monitored and evaluated through the normal processes of Departmental Review that apply to all areas of the curriculum.

13. Linked Policies

- Safeguarding Policy
- E-safety Policy
- Anti-Bullying Policy

Appendix 1: Statutory RSE curriculum - DfE

From Document - 'Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers'

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	<p>Pupils should know</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	<p>Pupils should know</p> <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.
	<ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <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	<p>Pupils should know</p>

	<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).
Intimate and sexual relationships, including sexual health	<p>Pupils should know</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.

Appendix 2: Long Term PD Curriculum Map – indicating where RSE aspects of the curriculum are taught

Long Term Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<u>Living in the W. World</u> Me and My Community - Transition to Secondary School / Millais Values	<u>Living in the W. World</u> Me and My Skills - Introduction to Careers Study Skills and self-management	<u>Relationships</u> Me and My Emotions – Happiness How do I stay calm	<u>Relationships</u> Me and My Relationships - Friendships, Bullying and Inclusion Online and offline relationships	<u>Health and Wellbeing</u> Growing Up Healthy - Puberty Healthy Lifestyles	<u>Health and Wellbeing</u> Growing UP Safe – Personal Safety Online Safety First Aid
Year 8	<u>Living in the W. World</u> Rights and Responsibilities in the community	Living in the W. World	<u>Relationships</u> Diversity and discrimination	Relationships	<u>Health and Wellbeing</u> Challenging Unhealthy Choices and Thoughts - Influence Legal Drugs Body Image and the media	Health and Wellbeing
Year 9	<u>Health and Wellbeing</u> Managing Decisions - Understanding risk and how to make decisions Illegal Drugs Criminal Exploitation County Lines	<u>Living in the W. World</u> Citizenship – Democracy and UK Government	<u>Living in the W. World</u> Thinking Ahead - Understanding careers and future aspirations / GCSE options	<u>Health and Wellbeing</u> Health Toolkit - Emotional health and strategies for staying healthy	<u>Relationships</u> RSE - Healthy and Unhealthy Relationships Consent	<u>Relationships</u> RSE - Contraception Teenage Pregnancy Exploitation Gangs
Year 10	<u>Health and Wellbeing</u> Keeping Safe - Transition to KS4 Staying Healthy – illegal drugs / alcohol / contraception / STIs First Aid	<u>Living in the W. World</u> Citizenship and RE focus - Migration	<u>Relationships</u> Family Life – marriage, divorce, parenting	<u>Relationships</u> Diversity and Discrimination – including Female based issues (Female Genital Mutilation (FGM) / Honour based killings)	<u>Health and Wellbeing</u> Emotional Toolkit - Emotional Health and Study Skills	<u>Living in the W. World</u> Life Issues - Sanctity of Life issues Criminal Exploitation Careers and Finance

Year 11	<u>Living in the W. World</u> College Application Process Skills for employment	<u>Living in the W. World</u> Finance Politics and the Media	<u>Health and Wellbeing</u> Emotional wellbeing, managing stress,	<u>Health and Wellbeing</u> , resilience and stress management Study Skills	<u>Relationships</u> Abusive relationships Fantasy v. Reality HPV Screening	
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Appendix 3: RSE Programme of Study at Millais School

Year Group/Key Stage	RSE Theme (from the 2020) the statutory guidance	RSE Topics in the Millais School Curriculum	Content covered from the 2020 statutory guidance	Curriculum Area in which this is delivered
Year 7	Respectful relationships & Families	Me and My Emotions Me and My Relationships	<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 (nonsexual) types of relationship. • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • Practical steps they can take in a range of different contexts to improve or support respectful relationships. 	PSHE Tutor time Assemblies
	Being Safe	Growing Up Safe	<ul style="list-style-type: none"> • Social Media – is it real? • How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours - Cyberbullying and online actions impacting others • What to do and where to get support to report material or manage issues online 	PSHE Tutor time Assemblies
	Health	Growing Up Healthy A Changing You - Developing to Adulthood (puberty, love, consent and family life)	<p>Much of this unit is also covered through the Science National Curriculum</p> <p>Puberty</p> <ul style="list-style-type: none"> • Key facts about puberty, the changing adolescent body and menstrual wellbeing • The main changes which take place in males and females, and the implications for emotional and physical health 	PSHE Tutor time Assemblies

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			<p>Healthy Lifestyle Choice</p> <ul style="list-style-type: none"> • The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health. • Healthy Eating - how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay • About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics • The importance of healthy physical and emotional lifestyle to promote self – esteem. Sleep as a contributing factor to this. 	
Year Group/Key Stage	RSE Theme (from the 2020) the statutory guidance	RSE Topics in the Millais School Curriculum	Content covered from the 2020 statutory guidance	Curriculum Area in which this is delivered

Year 8	Respectful relationships	Prejudice and Discrimination	<p>Human Rights and Prejudice and Discrimination</p> <ul style="list-style-type: none"> • 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. • 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. 	<p>PSHE</p> <p>Tutor time</p> <p>Assemblies</p>
	Being safe	Challenging Unhealthy Thoughts and Choices	<p>Legal Drugs:</p> <ul style="list-style-type: none"> • The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so • The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood <p>Online Safety:</p>	<p>PSHE</p> <p>Tutor time</p> <p>Assemblies</p>

			<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 <p>Body Image and the Media</p> <ul style="list-style-type: none"> • The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), • How people may curate a specific image of their life online, overreliance on online relationships (including social media) • How advertising and information is targeted at them and how to be a discerning consumer of information online 	
Year Group/Key Stage	RSE Theme (from the 2020) the statutory guidance	RSE Topics in the Millais School Curriculum	Content covered from the 2020 statutory guidance	Curriculum Area in which this is delivered

Year 9	<p>Being safe</p> <p>And</p> <p>Intimate and sexual relationships, including sexual health</p>	RSE – term’s worth of teaching	<p>Intro to Relationships</p> <p>Managing Relationships</p> <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 (nonsexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships 	<p>PSHE</p> <p>Tutor time</p> <p>Assemblies</p>
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			<p>Different types of Relationships</p> <ul style="list-style-type: none"> • That there are different types of committed, stable relationships. • Why marriage is an important relationship choice for many couples and why it must be freely entered into • How these relationships might contribute to human happiness and their importance for bringing up children. • <p>Developing Relationships</p> <ul style="list-style-type: none"> • 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. • 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 • How the use of alcohol and drugs can lead to risky sexual behaviour. <p>Contraception</p> <p>Pregnancy and pregnancy choices</p> <ul style="list-style-type: none"> • 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 to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. <p>Sexual Exploitation</p> <ul style="list-style-type: none"> • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control. 	
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			<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	
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			marriage, honour-based violence and FGM, and how these can affect current and future relationships	
Year Group/Key Stage	RSE Theme (from the 2020) the statutory guidance	RSE Topics in the Millais School Curriculum	Content covered from the 2020 statutory guidance	Curriculum Area in which this is delivered
Year 10	Intimate and sexual relationships, including sexual health Being Safe	Keeping Safe	<ul style="list-style-type: none"> • How the use of alcohol and drugs can lead to risky sexual behaviour • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • 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. • 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) 	PSHE Tutor time Assemblies

	<p>Respectful relationships including friendships</p> <p>Families</p>	<p>Family Life</p>	<p>Different Types of Relationships</p> <p>Parenting</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. 	
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			<p>Reproductive Health</p> <ul style="list-style-type: none"> • The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. • the facts around pregnancy including miscarriage. <p>The Law</p> <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 	
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		Discrimination Issues	<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 • 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 	
Year 11	Respectful relationships Intimate and sexual relationships, including sexual health	Relationships and Personal Health	<p>SPACE Sex</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 the full range of contraceptive choices, efficacy and options available • 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 <p>Pornography and Online Behaviours</p>	

			<ul style="list-style-type: none"> • 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 • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • 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 partner • The impact of viewing harmful content <p>Personal Health</p> <ul style="list-style-type: none"> • The benefits of regular self-examination and screening • What constitutes sexual harassment and sexual violence and why these are always unacceptable. • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment 	
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