

RSE POLICY

Person responsible	Lead RSE teacher in school -Charley Keith
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N.B.

From September 2020 the Government renamed Sex and Relationships Education (SRE) - Relationships and Sex Education (RSE).

RSE is used in this policy as an abbreviation of this name. 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. We deliver a spiral RSE Curriculum where we build on key topics like this each year in an age-appropriate way.

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 SEND, 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 students 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, as well as the opposite sex.
- 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 **contraceptive methods**.

- 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 individuals from ethnic minority backgrounds, 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 of 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 (01/16/2000) 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**' became statutory. This document clearly set 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.

The 2020 document has been replaced by an updated statutory guidance document which was published in July 2025 and comes into effect from September 2026 (see link below). **Millais has been teaching all of the updated curriculum content as of September 2025.**

[Relationships Education, Relationships and Sex Education and Health Education guidance](#)

See appendix 1 for further information on this updated curriculum content.

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 for our programme of study in each year group which covers these areas.

- 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 (RSP).
2. Groupings – Years 7 students are taught in Tutor Groups. Years 8 – 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 to allow provision for previous absence and different levels of understanding, maturity and learning abilities.
4. Identified SEND 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 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, ICT, 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 into 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, religions 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 a sexual relationship, 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 and carers.

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 our Curriculum Documents 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 curriculum mapping.
3. From September 2026 in line with new guidance, parents and careers will be able to view a sample of RSE resources remotely. Copies will be provided for those who cannot access these.
4. 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. **All planned lesson content at Millais comes under either the statutory RSE components, or topics taught as part of the science curriculum.**
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

The governing board

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

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.

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 but can request extra support and training from the RSE lead. 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 the 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.

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 July 2025

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'

Secondary relationships and sex education curriculum content

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

Families

Curriculum content:

1. That there are different types of committed, stable relationships.
2. How these relationships might contribute to wellbeing, and their importance for bringing up children.
3. Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony.
4. That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children.
5. That forced marriage and marrying before the age of 18 are illegal.⁸
6. How families and relationships change over time, including through birth, death, separation and new relationships.
7. The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development.
8. How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.

Respectful relationships

Curriculum content:

1. The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships.
2. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal.
3. The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others.
4. What tolerance requires, including the importance of tolerance of other people's beliefs.
5. The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict.
6. The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help.
7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.
8. The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok.
9. How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice.
10. How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others.
11. How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others.
12. Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.

Online safety and awareness

Curriculum content:

1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
2. Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues.
3. The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online.
4. Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images.
5. That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime.
6. What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online.⁹
7. About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them.
8. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.
9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.
10. How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns.

11. That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.
12. How information and data is generated, collected, shared and used online.
13. That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising).
14. That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion.
15. That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.

Being Safe

Curriculum content:

1. How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent.
2. That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others.
3. How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed.
4. How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions.
5. What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it.
6. That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting.
7. The concepts and laws relating to sexual violence, including rape and sexual assault.
8. The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language.
9. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.¹⁰
10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.
11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.
12. The concepts and laws relating to forced marriage.
13. The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or

Appendix 2: Long Term PD Curriculum Map – indicating where RSE aspects of the curriculum are taught from appendix 1.

Long Term Curriculum Map

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Year 7</u> <u>Living in the W. World</u> Me and My Community Transition to Secondary School. Managing change. Millais Values. British 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? Friendship & inclusion. Bullying/cyberbullying.	<u>Health and Wellbeing</u> Growing up Healthy Changes. Puberty. Healthy lifestyles. Personal hygiene. FGM.	<u>Relationships</u> Growing up Safe Personal Safety. Coercive relationships. Online Safety. Healthy online habits. First Aid.	<u>Living in the W. World</u> Citizenship- Belief and Action Rules & laws. Taking Responsibility. Human rights. Citizenship Action.
<u>Year 8</u> <u>Relationships</u> Prejudice and Discrimination Diversity. What is the UK like? What is Prejudice and Discrimination? Disability discrimination. LGBTQ+ inclusion.	<u>Health and Wellbeing</u> Healthy habits Dental health. Exercise. Sleep. Social media. Online influence.	<u>Living in the Wider World</u> Careers & Money What are the links between jobs and money? What is tax? Consumer rights	<u>Relationships</u> Pressure & risky behaviours Challenging Unhealthy Choices. Peer influence. Legal Drugs. Consent and seeking support. Body Image and the media	<u>Living in the Wider World</u> Youth & Knife Crime Youth crime. Youth offending. Knife crime.	<u>Health and Wellbeing</u> First Aid DRAB. Recovery position. CPR. Water safety.
<u>Year 9</u> <u>Health and Wellbeing</u> Managing Decisions Understanding risk and how to make decisions. Illegal Drugs Criminal Exploitation County Lines Risky online behaviour. Laws on sexual images.	<u>Living in the W. World</u> Citizenship – Democracy and UK Government How is the UK governed? How does voting work? How do other countries govern themselves?	<u>Living in the W. World</u> Thinking Ahead - Understanding career Future aspirations. GCSE options. The labour market. Career/job market research.	<u>Health and Wellbeing</u> Health Toolkit - Emotional health Strategies for staying healthy Vaping. Sleeping. Stress.	<u>Relationships</u> RSE Healthy and Unhealthy Relationships. Consent & the law. Healthy sexual experiences. Reasons for delaying a sexual relationship.	<u>Relationships</u> RSE - Reproduction & pregnancy. Contraception. Teenage Pregnancy. Exploitation. Sexual content online. Early years brain development

Year 10 <u>Health and Wellbeing</u> Staying Safe Transition to KS4. Legal 7 illegal drugs First Aid Mental Health Gabling County lines	<u>Living in the W. World</u> Sanctity of Life Ethical dilemmas. Abortion. The death penalty.	<u>Relationships</u> Keeping Safe-RSHE Consent. Contraception. STI's Effects of pornography. Coercive control. Sexual harassment. Laws on image sharing, revenge porn, deepfakes and sextortion.	<u>Health and Wellbeing</u> Emotional Health Stress management. Social media & wellbeing. Understanding algorithms. The importance of sleep.	<u>Living in the W. World</u> Discrimination The Equality Act. Women's rights. Sexism- online misogyny. Homophobia.	<u>Relationships</u> Family Life Changing family structures Marriage/civil partnership. Divorce. Forced marriage & virginity testing. Reproductive Health. Infertility treatment.
Year 11 <u>Living in the W. World</u> Post 16 options College Application Process. Skills for employment.	<u>Living in the W. World</u> Finance Understanding payslips, tax and debt. Financial services. Financial and online scams.	<u>Living in the W. World</u> Religion and the Media Media influence. How is religion portrayed? Should we censor the media?	<u>Relationships</u> RSHE Abusive relationships & domestic abuse. Sexual Health and consent recap. HPV Screening. Personal Safety.	<u>Health and Wellbeing</u> Road to exams Resilience and stress management. Study Skills.	

Appendix 3: PD whole school learning journey – indicating where and when RSE aspects of the curriculum are taught

PD Map Whole School

This roadmap charts the CURRICULUM (PD lesson time) opportunities afforded to Millais students. Whilst much happens in the classroom – a lot of Personal Development is found in a student's whole school experience. At Millais, the **CAS** (Community, Action & Self) Framework, aims to give extra and co-curricular opportunities for each student to engage, develop and grow into fully rounded, proactive, ambitious individuals, fully understanding their agency in their success and life journey. **Assistant Head & CAS Lead** Caroline.jones@millais.org.uk

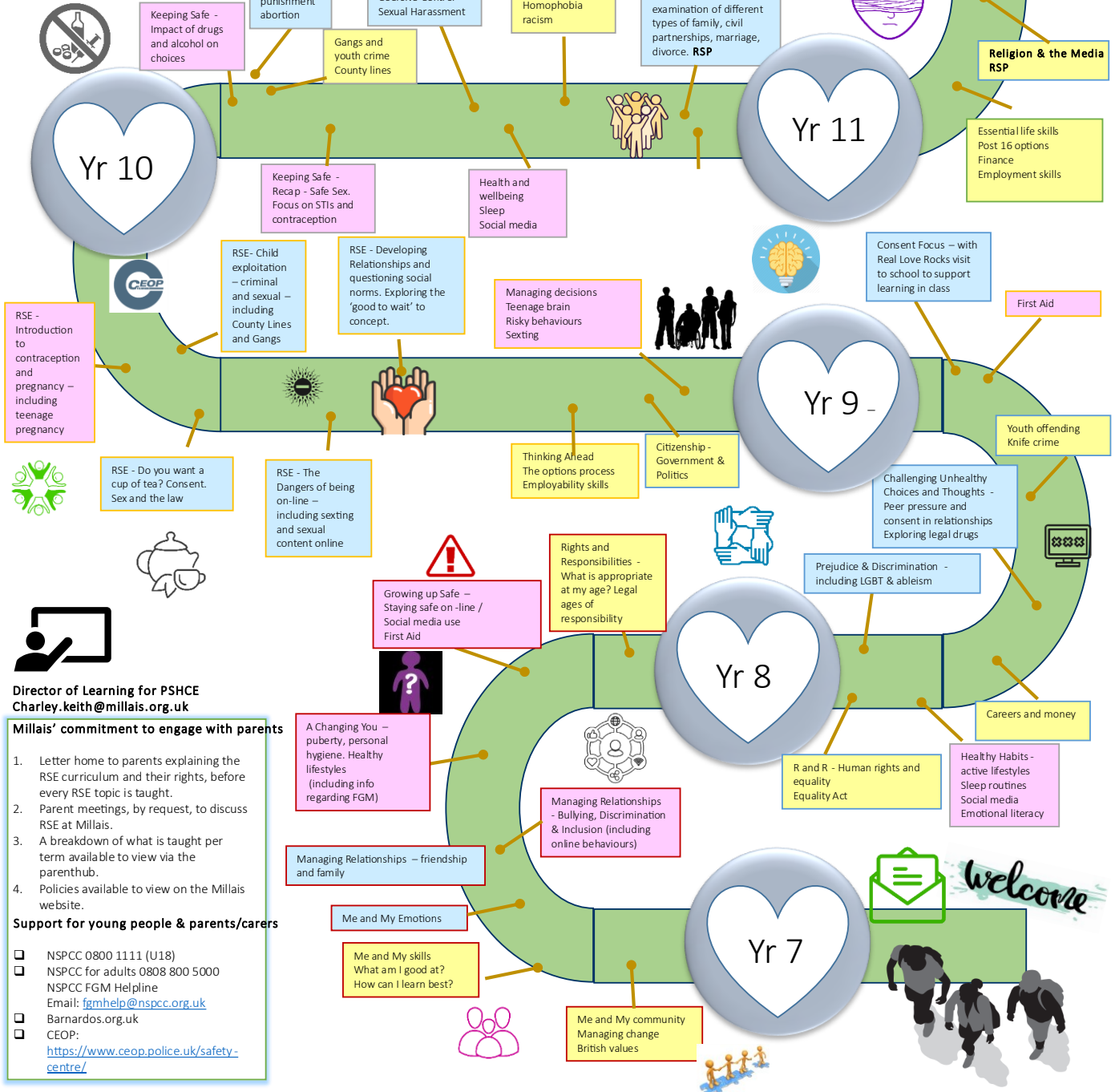
The PD Curriculum at Millais is based around three themes throughout:

- Health and Wellbeing** (including statutory RSHE aspects such as staying safe online and offline)
- Relationships** (including statutory RSHE and the celebration of diversity and equality)
- Living in the Wider World** (including rights, responsibilities and British Values and Life Beyond School)

At KS4, Personal Development also includes some core **RSP** themes.



College or Apprenticeships and the start of being a young adult



Director of Learning for PSHCE
Charley.keith@millais.org.uk

Millais' commitment to engage with parents

- Letter home to parents explaining the RSE curriculum and their rights, before every RSE topic is taught.
- Parent meetings, by request, to discuss RSE at Millais.
- A breakdown of what is taught per term available to view via the parenthub.
- Policies available to view on the Millais website.

Support for young people & parents/carers

- NSPCC 0800 1111 (U18)
- NSPCC for adults 0800 800 5000
- NSPCC FGM Helpline Email: fgmhelp@nspcc.org.uk
- Barnardos.org.uk
- CEOP: <https://www.ceop.police.uk/safety-centre/>