



# Relationship, Health and Sex Education Policy 2024-2025

**Approved by:** Greg Holden (Principal)

**Date:** September 2024

**Review date:** September 2025

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## Introduction

Milverton Education aims to ensure students are well prepared for the wider world and today's society through a full and thorough Relationships, Sex & Health Education (RHSE) curriculum, delivered through the Wellbeing programme. The curriculum has been carefully collated and developed in order to provide pupils with knowledge that will enable them to make educated decisions on aspects of life including relationships, social media, drugs and physical and mental health, as well as to inform and educate them on issues such as consent, bullying, gangs and discrimination.

This knowledge and guidance will allow students to make sound decisions regarding complex contexts throughout their time at Milverton and beyond, as well as enabling our students to develop healthy, nurturing relationships and developing their ability to remain safe and make informed decisions in, and outside, of school. The curriculum is aligned with the Government's Statutory guidance on Relationships and Sex Education (RHSE) and is LGBTQ+ inclusive. (September 2020).

### 1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Through its delivery as part of the wellbeing programme, the impact of this curriculum is for students to successfully manage diverse relationships, their online lives, and the increasing influence of peers and the media. It equips students with the information they need to make good decisions about their own health and well-being.

### 2. Statutory requirements

As an independent secondary school, we must provide RHSE to all pupils under section 34 of the [Children and Social Work Act 2017](#).

In teaching RHSE, we're required to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)

The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

### **3. Policy development**

This policy was drafted by the Principal, in consultation with the Wellbeing teaching team and Heads of Year.

This policy has been developed in consultation with parents and is made available to parents.

### **4. Definition**

Relationships, Sex & Health Education (RHSE) provides learning opportunities that focus on the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RHSE involves a combination of sharing information, and exploring issues and values.

RHSE is not about the promotion of sexual activity.

### **5. Curriculum**

The curriculum is developed by subject specialists with the respective ages of the students being carefully considered. Wellbeing lessons foster an environment of tolerance and dialogue, rooted in an understanding of ourselves and others. It is fully inclusive of various LGBTQ+ groups within our society.

We also deliver aspects of the curriculum through Assemblies (Whole School and year group) through Awareness Weeks/Days and Enrichment Weeks through the school year. The school observes any relevant national awareness weeks or days, including 'Safer Internet Day' and 'Mental Health Awareness Week'. Students, staff and parents will receive

various resources and input on the theme/topic to ensure wider awareness and education and to enable further dialogue.

## **6. Delivery of RHSE**

This section sets out Milverton Education's approach to delivering RHSE.

RHSE is taught within the Wellbeing curriculum with biological aspects of RHSE being taught within the science curriculum..

RHSE 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 RHSE curriculum, see Appendices 1 and 2.

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

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

### **6.1 Inclusivity**

The RHSE teaching materials aim to meet the needs of all pupils regardless of gender, sexual orientation or any other protected characteristic as outlined in the Equality Act of 2010 and will be accessible to all pupils.

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences and will avoid (where reasonably possible) the depiction of any one sexuality, gender identity or relationship type as normative or normal.

During lessons, create a culture to support students being:

- Safe and supported
- Able to engage with the key messages

**We will also:**

Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats via our learning platform

## **6.2 Use of resources**

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RHSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

## **7. Use of external organisations and materials**

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

**We will:**

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RHSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with pupils' developmental stage
  - Comply with:
    - This policy
    - [The Teachers' Standards](#)
    - [The Equality Act 2010](#)
    - [The Human Rights Act 1998](#)
    - [The Education Act 1996](#)
  
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses.

## 8. ROLES AND RESPONSIBILITIES

### The Director of Teaching & Learning

The DTL is responsible for ensuring that RHSE is taught consistently across the school, and for managing requests to withdraw pupils from all or part of Sex Education (but not Relationships or Health Education up to 3 terms before their child turns 16).

### Staff

Staff are responsible for:

- Delivering RHSE in a sensitive way
- Modelling positive attitudes to RHSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory/non-science components of RSE

Staff delivering RHSE are: Gabby Hogan

### Pupils

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

## **Parents' right to withdraw**

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

Requests for withdrawal should be put in writing and addressed to the Principal.

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

## **Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## **Monitoring arrangements**

The delivery of RHSE is monitored by Cathy Arnold, Director of Teaching & Learning through:

- Overseeing content creation on our Virtual Learning Platform
- Pupils' development in RHSE is monitored by class teachers as part of our internal assessment systems.

## **POLICY DEVELOPMENT AND REVIEW**

This procedure is designed to set good practice standards. However, the School recognises that best practice develops over time and, as such, will update it regularly in the light of experience and as a result of changes in legislation or its own internal organisation and policies. The procedure will be subject to a comprehensive review on an annual basis.

Date Policy created:	September 2024
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Last Review Date: Reviewed by:	September 2024 Greg Holden
Next Review Date:	September 2025



## Appendix 1: Curriculum map

The Wellbeing content is visible to parents on our virtual learning platform (canvas).

This curriculum map follows three core themes: HEALTH AND WELLBEING, RELATIONSHIPS & LIVING IN THE WIDER WORLD

	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Autumn 1	Transition and Change Emotion Management	Changes and Growing	Peer influence, substance use and gangs	Mental health	Communication in relationships and Families	Managing transitions/ change; Online safety	Independence
Autumn 2	Emotion Management Holidays and Celebrations	Changes and Growing The Power of Giving	Setting goals	Financial decision making	Building for the future	Healthy relationships	Next steps
Spring 1	Diversity and Equality	Law, Crime and Society	Respectful relationships	Healthy relationships	Next steps	Cultural competency Anti-discrimination training	Intimate relationships
Spring 2	Healthy Lifestyles	Mental Health and Wellbeing	Healthy lifestyle	Exploring influence	Independence	Physical health and First Aid	Financial choices
Summer 1	Safety in the community	Family Structures	Intimate relationships	Addressing extremism and radicalisation	Wellbeing support continues throughout the examination period	Financial awareness; Employee and consumer rights	Wellbeing support continues throughout the examination period
Summer 2	Friendships and the Kindness Project	First Aid	Employability skills	Work experience		Getting ahead for post-18 options	

We may adjust the curriculum across the year as the need arises and as events occur within the MVA community and globally.

## Relationships and sex education curriculum map

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

Topic	Pupils should know
Families	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• that there are different types of committed, stable relationships inc. LGBTQ+</li> <li>• how these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• 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</li> <li>• why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• the characteristics and legal status of other types of long-term relationships</li> <li>• the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• 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</li> </ul>
Respectful relationships, including friendships	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>

	<ul style="list-style-type: none"> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• 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)</li> <li>• 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</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• what constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• 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</li> </ul>
<p>Online and media</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• 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</li> <li>• not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• what to do and where to get support to report material or manage issues online</li> <li>• the impact of viewing harmful content</li> </ul>

	<ul style="list-style-type: none"> <li>• 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</li> <li>• that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• how information and data is generated, collected, shared and used online.</li> </ul>
Being safe	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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).</li> </ul>
Intimate and sexual relationships, including sexual health	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause</li> <li>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> </ul>

	<ul style="list-style-type: none"> <li>• that they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• the facts about the full range of contraceptive choices, efficacy and options available inc. for LGBTQ+</li> <li>• the facts around pregnancy including miscarriage</li> <li>• 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)</li> <li>• 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</li> <li>• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• how the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>
<p>Mental Wellbeing</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• how to talk about their emotions accurately and sensitively, using appropriate vocabulary</li> <li>• that happiness is linked to being connected to others</li> <li>• how to recognise the early signs of mental wellbeing concerns</li> <li>• common types of mental ill health (e.g. anxiety and depression)</li> <li>• how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health</li> <li>• the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> </ul>
<p>Internet Safety and Harms</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• 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, over- reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how</li> </ul>

	<p>to be a discerning consumer of information online</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>
Physical Health and Fitness	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress</li> <li>• 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 cardiovascular ill-health</li> <li>• about the science relating to blood, organ and stem cell donation</li> </ul>
Healthy Eating	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer</li> </ul>
Drugs, Alcohol and Tobacco	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions</li> <li>• the law relating to the supply and possession of illegal substances</li> <li>• the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood</li> <li>• the physical and psychological consequences of addiction, including alcohol dependency</li> <li>• awareness of the dangers of drugs which are prescribed but still present serious health risks</li> <li>• 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</li> </ul>
Health and Prevention	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist</li> <li>• (late secondary) the benefits of regular self-examination and screening</li> </ul>
Basic First Aid	<p>Pupils should know:</p>

	<ul style="list-style-type: none"><li>• basic treatment for common injuries</li><li>• life-saving skills, including how to administer CPR</li><li>• the purpose of defibrillators and when one might be needed</li></ul>
Changing Adolescent Body	<p>Pupils should know:</p> <ul style="list-style-type: none"><li>• key facts about puberty, the changing adolescent body and menstrual wellbeing</li><li>• the main changes which take place in males and females, and the implications for emotional and physical health</li></ul>