



# MILTON ABBEY

## **Relationships and Sex Education (RSE) Policy**

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Approved by:	James Watson, Headmaster Ian Bromilow, Chair of Governors

## Relationships & Sex Education (RSE) Policy

At Milton Abbey School, we focus on the holistic development of each pupil. We work to enable pupils to build a secure emotional platform which will support their personal, social and academic wellbeing, at school and into adult life.

Wellbeing underpins optimal development and achievement in all areas of our work. All members of the community are expected to be committed to achieving a healthy, happy, safe environment for all. Kindness, self-respect and respect for others are central to our community.

Working in active partnership with our parents, we build character and confidence in our young people. We prepare our students to take on the challenges of 21<sup>st</sup> Century life. Milton Abbey School celebrates diversity and is committed to achieving equality for all. Our inclusive community fosters positive attitudes, relationships and a sense of personal wellbeing and fulfilment.

Our School Vision includes our aim to send our pupils out into the world as **interesting and interested young people who understand and respect themselves and others, equipped to live fulfilling lives and make a positive contribution.**

In order to achieve this, we provide a comprehensive, spiralling Personal Social Health and Economic (PSHE) programme. Our Relationships and Sex Education (RSE) are delivered as part of our PSHE programme.

We recognise that there will be a range of opinions regarding RSE. The starting principle when teaching each of these must be that the applicable law should be taught in a factual way so that pupils are clear on their rights and responsibilities as citizens.

PSHE education enables pupils to develop their knowledge, skills and attributes to keep themselves safe and healthy and to be able to lead fulfilling lives, making a positive contribution. The PSHE programme sits within the context of Milton Abbey's broader ethos and approach to developing pupils socially, morally, spiritually and culturally, as well as our wider pastoral care system. It is designed to complement the content covered by other subjects within the school.

PSHE also addresses broader themes and topics that directly link with and impact upon RSE such as Mental Health, Healthy Lifestyles and Aspirations.

### Definitions:

**Relationships Education** is part of the PSHE curriculum in the context of a broad and balanced curriculum, intended to provide what children and young people need to know about:

- how to be safe and healthy;
- how to manage their academic, personal and social lives in a positive way;
- the nature of marriage and civil partnership and their importance for family life and the bringing up of children;
- safety in forming and maintaining relationships;
- the characteristics of healthy and respectful relationships; and
- how relationships may affect physical and mental health and wellbeing.

The education provided is age appropriate and developmentally appropriate and is taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents, with the aim of providing pupils with the knowledge they need of the law and the information they need to make decisions.

**Sex Education**, as part of Relationships and Sex Education (RSE) also includes:

- teaching about intimate and sexual relationships, including sexual health;
- what the law says about sex, relationships and young people;

- broader safeguarding issues; and
- using technology.

## 1. Purpose

RSE aims to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague, and a range of healthy, loving relationships. Our teaching about sex, sexuality and sexual health are delivered in age-appropriate settings, in a context which emphasises the importance of respect, love and care for oneself and others.

Effective RSE does not encourage or prompt early sexual experimentation but aims to teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity and aid them in developing safe, fulfilling and healthy sexual relationships at the appropriate time. Our RSE is delivered in a non-judgemental, factual way, allowing our pupils to ask questions in a safe and supportive environment.

To embrace the challenges of creating a happy and successful adult life, pupils will need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. The aim is for pupils to be able to put this knowledge into practice as they develop their individual capacity to make sound decisions when facing risks, challenges and complex circumstances. Everyone faces difficult situations in their lives, RSE supports young people in developing resilience, understanding that we all need help at times, knowing how and when to ask for help and knowing where to access support.

RSE at Milton Abbey is underpinned by our focus on the holistic development of each young person. This includes actively cultivating resilience and character in our pupils: whether through participation in a tough physical challenge or through pursuing personal best in academic work. Our pupils are encouraged to achieve goals, persevere with tasks and to develop personal attributes such as honesty, kindness, tolerance, courtesy, resilience and self-efficacy. We want them to show courage and humility, and to develop a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth. The curriculum also considers the context of the international, national and local communities the school serves along with the cultural and religious backgrounds of the pupils to ensure that all topics are appropriately delivered, within the framework of Fundamental British Values.

## 2. Legal Context

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under section 34 and 35 of the Children and Social Work Act 2017, outline the compulsory nature of Relationships Education for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.

Please see the below links for full guidance:

- [Equality Act 2010](#)
- [The Equality Act 2010 and Schools 2014](#)
- [The Relationships Education, relationships and Sex Education and Health Education \(England\) Regulations 2019](#)
- [Children and Social Work Act 2017](#)
- [Keeping Children Safe in Education 2023](#)
- [Teaching About Relationships, Sex and Health 2021](#)
- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education 2019 updated September 2021](#)

The policy operates in conjunction with the following school policies:

- Pupil Behaviour Policy
- SEN Policy
- Online Safety Policy (which includes):
  - Acceptable Usage Policy
- Equal Opportunities Policy
- SMSC Guidance (which also include):
  - Equality, Diversity and Inclusion
  - Fundamental British Values
- Anti-bullying Policy
- Mental Health Policy and Procedure for Responding to Mental Health Concerns
- Safeguarding Policy
  - This policy includes specific guidance and procedures around:
    - Child-on-Child Abuse

Milton Abbey recognises that it is required to provide and make available for inspection and to parents an up-to-date policy and also provide access to the content and organization of RSE taught outside of the science curriculum.

Parents have the right to request that their child be withdrawn from some or all sex education delivered as part of the statutory RSE programme.

Milton Abbey School recognises its duties under The Equality Act 2010. Under the provision of The Equality Act 2010 schools must not:

- unlawfully discriminate against pupils because of their age, sex, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation.

The Equality Act 2010 covers the way that the curriculum is delivered:

- RSE issues must be taught in such a way that does not subject pupils to discrimination. All pupils at Milton Abbey School are given equal access to RSE, including those who identify as part of the LGBTQ+ community;
- We must ensure that young people are protected from teaching and materials which are inappropriate, having regard to the age and the religious and cultural background of the pupils concerned.
- All political issues must be taught with a balanced view.

### **3. Roles and Responsibilities**

#### **Governors**

**The governing body is responsible for:**

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the RSE and health education curriculum delivered through PSHE is well-led, effectively managed and well-planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring that teaching is delivered in ways that are accessible to all pupils with SEND.
- Ensuring that the school provides clear information to parents on the subject content and the right to request that their child is withdrawn.
- Ensuring RSE and health education is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Ensuring the policy is published on the school's website and provided to anyone who requests it.

## **The Headmaster**

### **The Headmaster is responsible for:**

- The overall implementation of this policy.
- Ensuring all staff teaching RSE are suitably trained to deliver the subjects.
- Ensuring parents are fully informed of this policy.
- Reviewing all requests to withdraw pupils from non-statutory elements of the RSE and health education curriculum.
- Discussing withdrawal requests with parents, and the pupil if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.
- Ensuring withdrawn pupils receive appropriate, purposeful education during the period of withdrawal.
- Encouraging parents to be involved in consultations regarding the school's RSE and health education curriculum.
- Ensuring the school meets its statutory requirements in relation to RSE and health education.
- Reviewing this policy on an annual basis.
- Reporting at least annually to the governing board on the effectiveness of this policy and the curriculum.

## **DSL (Designated Safeguarding Lead)**

### **The DSL is responsible for:**

- Offering advice and consultation for safeguarding-related subjects in the RSE and health education curriculum.
- Promoting knowledge and awareness of safeguarding issues amongst staff.
- Being an appropriate point of contact for staff who have concerns about the welfare of a pupil that have arisen through the teaching of RSE and health education.

## **Head of PSHE**

### **The Head of PSHE is responsible for:**

- Overseeing the delivery of RSE and health education.
- Working closely with colleagues in related curriculum areas to ensure the RSE and health education curriculum complements, and does not duplicate, the content covered in other curriculum subjects.
- Ensuring the curriculum is age-appropriate and of high quality.
- Reviewing changes to the RSE and health education curriculum and advising on their implementation.
- Monitoring the learning and teaching of RSE and health education, providing support to staff where necessary.
- Ensuring the continuity and progression between each year group.
- Helping to develop colleagues' expertise in the subject.
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring the correct standards are met for recording and assessing pupil performance.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Headmaster.
- Maintaining up to date knowledge of statutory RSE requirements and ensuring the Headmaster is appropriately briefed.

## **Teachers of PSHE**

### **Subject teachers are responsible for:**

- Acting in accordance with, and promoting, this policy.
- Delivering RSE and health education in a manner that is sensitive, of high quality and appropriate for each year group.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- Modelling positive attitudes to RSE and health education.
- Liaising with the SENDCO to identify and respond to individual needs of pupils with SEND. Liaising with the RSE and health education subject leader on key topics, resources and support for individual pupils.
- Monitoring pupil progress in RSE and health education.
- Reporting any concerns regarding the teaching of RSE or health education to the RSE and health education subject leader or a member of the SLT.
- Reporting any safeguarding concerns or reports that pupils may make as a result of the subject content in accordance with the school Safeguarding Policy and Procedures.
- Responding appropriately to pupils whose parents have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities.

## **4. Subject Content**

As outlined in the statutory guidance [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education \(2019\)](#), by the end of their Milton Abbey education, pupils will have studied the following key areas:

### **4.1 Families**

Pupils should know:

- that there are different types of committed, stable relationships;
- how these relationships might contribute to human happiness and their importance for bringing up children;
- what marriage is, including their legal status 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.

### **4.2 Respectful Relationships including Friendships**

Pupils should know:

- the characteristics of positive and healthy friendships (in all contexts, including online) including:
  - trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict
  - reconciliation and ending relationships, this includes different (non-sexual) types of relationship.
- practical steps they can take in a range of different contexts to improve or support respectful relationships;

- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice);
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs;
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control;
- what constitutes sexual harassment and sexual violence and why these are always unacceptable;
- the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

#### **4.3 Online and Media**

Pupils should know:

- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online;
- about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online;
- not to provide material to others that they would not want shared further and not to share personal material which is sent to them;
- what to do and where to get support to report material or manage issues online;
- the impact of viewing harmful content;
- that specifically sexually explicit material (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.

#### **4.4 Being Safe**

Pupils should know:

- the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM (Female Genital Mutilation), 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).

#### **4.5 Intimate and sexual relationships including sexual health**

Pupils should know:

- how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship;
- that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, 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 and menopause;
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others;
- that they have a choice to delay sex or to enjoy intimacy without sex;

- the facts about the full range of contraceptive choices, efficacy and options available;
- the facts around pregnancy including miscarriage;
- that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help);
- how the different sexually transmitted infections (STIs), including HIV/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.

#### **4.6 The Law**

It is important for young people to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships.

There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Pupils should be made aware of the relevant legal provisions when topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including ‘sexting’, youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism/radicalisation
- criminal exploitation (for example, through gang involvement or ‘county lines’ drugs operations)
- hate crime
- female genital mutilation (FGM)

#### **5. RSE at Milton Abbey: Delivery Outline**

Through the PSHE curriculum RSE will continue to develop on the knowledge and topics taught through primary/prep level. The curriculum will also consider the needs of international pupils whose provision of RSE is likely to have been different to that outlined within UK guidance.

RSE and health education will also be responsive to topical issues to the school community and ensure it is tailored to the needs of the pupils, be that in response to local/ national/ global events or issues. The timetabled lesson provision set out below is augmented with ‘focus days’, assemblies and tutor sessions, as well as induction in related topics. The PSHE provision at Milton Abbey School is delivered during an hour session on a weekly basis to each pupil. The core curriculum is delivered via a thematic basis over the course of each half term (a module). The overviews outlined are a working model of expected content delivered throughout the course of a year. There is some



flexibility to allow the department to respond to any issues or educational concerns that may arise over the course of the year and are therefore subject to change based on global issues (e.g. pandemic), critical incidents or whole school community issues and pupil need.

Milton Abbey has a spiralling curriculum that is age-appropriate and takes into account the developmental stage of pupils. It is designed to meet:

- the needs of the pupils
- the statutory content outlined within this policy.

Teachers who are responsible for delivering RSE are given specific guidance in both the subject material and the appropriate teaching methodologies, supported by the Head of Department, Safeguarding Team, Health Centre and Pastoral Teams.

### **Third Form**

The Third Form PSHE programme is taught once a week via a timetabled lesson for the entire academic year.

- RSE is taught each term through a broadened curriculum exploring beliefs, values, aspirations and health and wellbeing.
- Sex Education is delivered through discrete curriculum during the Summer Term.

### **Fourth Form**

The Fourth Form PSHE programme is taught once a week via a timetabled lesson for the entire academic year.

- RSE is taught each term through a broadened curriculum exploring beliefs, values, rights and responsibilities, online safety and health and wellbeing.
- Sex Education is delivered through discrete curriculum during the Summer Term.

### **Fifth Form**

The Fifth Form PSHE programme is taught once a week via a timetabled lesson for the entire academic year.

- RSE is taught each term through a broadened curriculum exploring self-reflection, aspirations, rights, responsibilities and the risks and rewards through health and wellbeing.
- Sex Education is delivered through discrete curriculum during the Lent Term.

### **Lower Sixth**

The PSHE programme for the Lower Sixth is taught once a week via a timetabled lesson for the entire academic year. This programme recognises the changes and transition with the Sixth Form cohort at this entry point to the school and prioritises the establishing of an understanding of the curriculum and environment prior to the delivery of Sex Education.

- RSE is taught each term through a broadened curriculum exploring aspirations, community, societal values and challenges and risk and reward through health and wellbeing.

### **Middle Sixth**

The Middle Sixth PSHE programme has capacity for taught sessions once a week via a timetabled lesson for the entire academic year, however a rolling speaker programme complements the classroom delivery where appropriate. We recognise the shift in expectations and experience for Middle Sixth pupils and reflect this through a consolidated curriculum through a series of topical speakers on a range of issues. This allows in-depth consideration of issues previously studied through the spiralling curriculum.

- RSE is taught each term through a broadened curriculum exploring life beyond school, rights, responsibilities, aspirations and wellbeing.
- Sex Education is delivered through a discrete curriculum during the Lent term, as well as through a visiting speakers programme during the Lent and the first half of the Summer Term.

## **6. Teaching and Learning**

**6.1 Teaching and learning** is aligned with growth-mindset and learning to learn pedagogy. Emphasis is focused on developing habits to establish a safe and secure environment within which pupils can take risks and challenge and explore their understanding.

Learning is focused on the ‘take away’; what do pupils leave the room with at the end of each session? Whilst any information presented/discussed may not be new, the consideration of this knowledge in a broader context is actively encouraged.

Pupils are encouraged to be actively involved in their own learning and personal development. This includes using:

- research tools/tasks
- case studies
- role play
- film/documentaries/short videos
- small/large discussion groups
- the appropriate use of guest speakers
- quizzes
- project based responses
- debates

## **6.2 Monitoring and Evaluation**

The RSE policy will be reviewed as part of the school’s policy review cycle and in light of national and local changes. Consultation and associated feedback with staff, pupils and parents will inform the future development of this policy.

## **6.3 Assessment**

The same high expectations of the quality of pupils’ work in PSHE are held as for other curriculum areas at Milton Abbey. Lessons are planned to provide suitable challenge to pupils of all abilities.

Teaching will be assessed and assessments used to identify where pupils need extra support or intervention. There are no formal examinations or grades for PSHE, however, to assess pupil outcomes, progress is captured through assignments, self-evaluation and project briefs.

Pupils are assessed in their progress in terms of their learning behaviours: their attitude to learning is monitored and teachers assess how effectively they discuss, analyse and interpret information.

Teacher assessment is supported through the PSHE Association Levels of Learning system that assesses levels of understanding regarding topics and themes. Learning Objectives and Outcomes in this grid are based on Bloom’s Taxonomy.

Pupils evaluate themselves through a series of ‘I can’ statements designed to determine their progress and understanding with the modules taught. These also provide a scaffolded model of areas for development within taught themes and learning capacities.

#### **6.4 Intervention Strategies**

The abstract nature of scenarios and experiences that are outside their experience can prove challenging for some pupils. PSHE teachers work to create an environment which facilitates constructive, respectful and sensitive discussion of challenging topics.

- Ground rules are negotiated with pupils to align expectations and behaviours for learning. These are clear and consistently referred to throughout lessons.
- Pupils are expected to participate actively and constructively in their learning.
- PSHE is part of the core curriculum. However, if there is challenging material with which pupils are uncomfortable (e.g. Mental Health Illnesses / Divorce / Abuse), they are encouraged to inform their class teacher prior to lessons to ensure they can be set learning outside of the classroom environment.
- Pupils will, where appropriate, be offered a voice in how more challenging topics and themes are covered.
- Teachers pay attention to any changes to the classroom environment required by the nature of the task (e.g. a seating plan)
- Broader interventions relating to sanctioning poor behaviour or managing pastoral concerns will be met and dealt with in line with school policy and procedure.

#### **6.5 SEND**

In line with Milton Abbey procedure for teachers, the learning profiles of pupils are used to ensure that materials for teaching and learning are accessible to those with identified, challenging or complex learning needs or who have English as an additional language.

We recognise that for those pupils who experience social communication differences (e.g. Asperger syndrome), aspects of RSE can be particularly challenging. Where additional support is required, the PSHE team will engage with the Academic team, Learning Development Department and House teams for support and guidance.

#### **6.6 Use of Outside Speakers/Agencies**

Working with external agencies/speakers enhances the delivery of RSE and brings in specialist knowledge and different ways of engaging pupils. External experts may be invited to assist with the delivery of curriculum but will be expected to comply with the provisions of this policy and the Milton Abbey Guidance for Visiting Speakers. The teacher inviting the speaker is responsible for checking the visiting organisation's credentials.

Discussion needs to take place in advance about the detail of how the visitor will deliver their sessions to ensure that the content is age-appropriate and accessible for the pupils. The inviting teacher will ask to see the materials visitors will use as well as a lesson plan in advance, so that they can ensure it meets the full range of pupils' needs (e.g. special educational needs).

It is important to agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with school policy.

The school will use visitors to enhance teaching by an appropriate member of teaching staff, not to replace teaching by PSHE staff.

#### **6.7 Equality & Accessibility**

Milton Abbey is committed to providing relevant sex and relationship education to all pupils, having regard to their ability, social and cultural background, sexual orientation, physical and emotional needs. The PSHE curriculum as outlined complies with the Equality Act 2010. The curriculum considers the context of the international, national and local communities the school serves along with the cultural and religious backgrounds of the pupils to ensure that all topics are appropriately delivered.

We are acutely aware of issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies are designed to support all pupils.

We ensure RSE is inclusive and meets the needs of all pupils, including those with SEND and English as an Additional Language (EAL) by maintaining up to date pupil profiles to which staff refer when planning the delivery of lessons and working closely with the Lead SENDCO. Reasonable adjustments are made to alleviate any disadvantage when planning for RSE.

We ensure RSE fosters gender equality and LGBTQ+ equality by ensuring staff receive training and resources in these areas. Our teaching is sensitive and age appropriate in approach and content. LGBTQ+ content is fully integrated into our programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson.

## **6.8 Resources**

In line with guidance from the PSHE Association, the curriculum will use resources that create and support opportunities for pupils to develop their knowledge and understanding of a topic or theme.

- Resources are checked for validity and their age appropriateness.
- Short videos and documentaries are used where appropriate.
- Games are used to establish the learning environment and 'break barriers' to challenging or uncomfortable topics/themes.

## **6.9 Training**

### **For Staff Teaching PSHE**

The Head of PSHE is responsible for ensuring the team delivering RSE are appropriately trained to deliver age appropriate RSE. Where necessary, wider expertise in the school (such as nurses from our Health Centre) or visitors from outside the school, such as sexual health professionals, will be sought to provide support and training to staff teaching RSE. The DSL can also be utilised as a resource of support, particularly in the delivery of effective safeguarding and core aspects of child-on-child abuse, sexual violence, and sexual abuse.

### **For Wider Milton Abbey Staff**

In conjunction with the Head of PSHE, the DSL will support the delivery and contextualisation of RSE within the wider staff body through safeguarding induction and training. The Head of PSHE and DSL will ensure that the tutor and House teams are aware of the timing of any particularly sensitive aspects of RSE, in order to raise awareness of any associated pastoral needs that may arise.

Where RSE is being delivered by non-specialist staff (e.g. in a cover lesson), content material will be provided that explores general themes within relationships. Staff are instructed not to tackle any subject in which they do not have appropriate expertise or training and will not be placed in a position of teaching core RSE without appropriate support and training.

## **7 Partnership Working**

### **7.1 Working with Parents**

Each year a parent information evening will be held in the form of an online webinar to give all parents the opportunity to see and discuss the content of lessons. This will include information on the way this topic is delivered. Parents will be given written notice of when the information evening will occur and when the lessons will be held, allowing them the opportunity to make an informed decision on their child's participation. The webinars will be recorded and made available to parents who were unable to attend the session.

### **1.2 Working with Pupils**

Pupil voice is integral to the PSHE curriculum, in conjunction with government guidance. Pupils are encouraged (through questionnaire and class discussion) to nominate subjects in which they would

welcome further information or discussion and will also have opportunities to ask questions that help prepare them for relationships of all kinds, and form healthy relationships, in the modern world.

### **1.3 Working with External Agencies**

Milton Abbey is committed to multi-agency working and works in partnership with local agencies including community policing, Dorset Safe Schools, the Pan-Dorset Safeguarding Children Partnership (PDSCP). Working with the local agencies enables us to understand and adapt the content of our PSHE lessons (for example in response to intelligence shared regarding County Lines or local gang activity).

## **2. Right to Withdraw**

The school is committed to working in partnership with our parents. The school recognises that parents have the legal right request that their child is withdrawn from some or all of sex education (but not relationships education) delivered as part of statutory RSE. Requests to withdraw a child from sex education must be made in writing to the Headmaster.

Before granting a withdrawal request, the Headmaster will discuss the request with the Deputy Head Pastoral and with the parents and, as appropriate, the pupil, to ensure the wishes of the parents and pupil are understood. For requests concerning the withdrawal of a pupil with SEND, the Deputy Head Pastoral and SENDCO will ensure that the pupils' specific needs are taken into account.

The Deputy Head Pastoral will clarify the nature and purpose of the curriculum with the parents and inform them of the benefits of their child receiving RSE and any detrimental effects that withdrawal might have. All discussions with parents will be documented and records will be kept securely on the pupil's file.

Following discussions with parents, the school will respect the parents' request to withdraw their child up to and until three terms before the pupil turns 16. After this point, if the pupil wishes to receive RSE rather than be withdrawn, the school will make arrangements to provide the pupil with RSE.

Pupils who are withdrawn from RSE will receive appropriate, purposeful education during the full period of withdrawal.

## **3. Safeguarding**

9.1 Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children are made aware in induction and in PSHE lessons of how to raise their concerns or make a report and how any report will be handled. This includes processes when they have a concern about a friend or peer.

9.2 It is the responsibility of all staff to know what to do if a pupil tells them that they are being abused or neglected or are witnessing abuse. Milton Abbey Child Protection procedures must be followed.

9.3 When external speakers support delivery of RSE, we agree in advance of the session how a safeguarding report should be dealt with by the external visitor. It is important that children understand how confidentiality will be handled in a lesson and what might happen if they choose to make a report.

9.4 The Designated Safeguarding Lead (or a deputy) is consulted about anything that is safeguarding-related in the context of RSE delivery. They will potentially have knowledge of trusted, high quality local resources that could be engaged, links to the police and other agencies and the knowledge of any particular local issues which it may be appropriate to address in lessons.

9.5 When teaching the new subjects, staff should be aware that children may raise topics including self-harm and suicide. In talking about this content in the classroom, teachers must be aware of the risks of encouraging or making suicide seem a more viable option for pupils and avoid material being instructive rather than preventative. To avoid this, they should take care to avoid giving instructions or methods of self-harm or suicide and avoid using emotive language, videos or images.

If teachers have concerns about a specific pupil in relation to self-harm or suicidal ideation or attempts, they must follow safeguarding procedures.

9.6 Through RSE, we teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse, ensuring that they know how to report concerns and seek advice when they suspect or know that something is wrong. It is important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement RSE and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

9.7 In line with Milton Abbey Safeguarding and Child Protection Policies and Procedures, the PSHE curriculum is designed to ensure pupils have the opportunity to discuss their feelings, thoughts and opinions within a safe environment. They are actively encouraged to develop their knowledge and understanding regarding:

- Social expectations and norms.
- How and where to seek advice and support.
- School policies and procedures.
- Prejudice, discrimination, and acceptance with clear references being made to appropriate and associated school policies.
- Managing risk in a range of situations including but not limited to:
  - o Using technologies, including mobile technologies.
  - o Relationships, including peer, intimate, sexual and digital.
  - o Substances, including but not limited to; alcohol, drugs and tobacco.
  - o How to keep themselves safe from abuse, including a raised awareness of coercive and controlling behaviours in a range of relationships, including child on child aspects of abuse.

The PSHE curriculum, and by its extension the RSE curriculum, is intended to broaden pupils' experiences and develop their ability to consider and discuss critically the values of others. They are challenged to actively listen, reflect and respond to social and emotional issues some of which may be controversial.

9.8 Whilst the PSHE provision is a formalised process within the core curriculum at Milton Abbey, it is not used in isolation to ensure the wider responsibility to safeguarding pupils is met. It sits alongside, and complements, our wider pastoral programme, including tutoring and the work of our Housemasters/Housemistress (HSM) team.

Milton Abbey is committed to ensuring a holistic approach to its pupils' development and seeks to empower pupils to take responsibility for their safety and overall wellbeing in adult life.

#### **4. Review**

This policy has been created by the Deputy Head Pastoral with reference to staff, pupil, parent and governor feedback (including via webinars, meetings, focus groups and questionnaire feedback) and is approved by the Headmaster and Chair of Governors, who will approve the policy annually. Review will be on an annual basis and will include governor, staff, pupil and parent consultation.