

MORE HOUSE SCHOOL

POLICY

RELATIONSHIPS AND SEX EDUCATION

Rationale

This policy covers the school's approach to Relationships and Sex Education. It has due regard for the Department for Education's statutory Relationships Education, Relationships and Sex Education and Health Education Guidance and other relevant guidance including the guidance from the PSHE association.

All pupils will experience physical and emotional changes while they are at school, therefore we believe that appropriate information concerning these matters should be delivered. The Relationships and Sex Education (RSE) teaching should be complementary to, and supportive of, the role of parents. As young people mature at different ages, the information given should not offend the sensibilities of any pupil or his family.

More House School believe that RSE is lifelong learning about physical, moral, sexual, and emotional development. It is about the understanding of the importance of stable, healthy, and loving relationships, respect, love and care in family life. It is also about the teaching of sex, sexuality, and sexual health. It involves acquiring information, developing skills, and forming positive beliefs, values and attitudes while fostering an understanding of gender equality and LGBT+ equality. RSE is not about encouraging children and young people to become sexually active, nor is it about promoting any particular lifestyle or relationship choice.

Children and young people need to feel that RSE is both relevant and helpful while reflecting their stage of development and individual needs. It should take into account their existing understanding and experience of relationship and be in line with their learning needs.

More House School recognises the importance of teaching all the elements of statutory guidance whilst promoting a whole-school ethos of wellbeing and personal growth in line with our pupils' needs. We aim to nurture adaptable, accomplished pupils who are happy, confident individuals able independently to make informed, reasoned and responsible decisions about the attitudes they will adopt both while they are at school and in adulthood. They need to be able to challenge appropriately, keep themselves healthy and safe, set and achieve goals and form stable, equal, healthy relationships enabling them to thrive as adults both in the physical and digital world.

Purpose

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships, and to develop understanding and respect of themselves and others. Effective RSE provides young people with balanced information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health and the law. It provides an education that carries young people not only through their time at school but into adulthood.

Definitions

More House uses the following definitions:

- We define **relationships education** as learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life.
- We define **sex education** as learning about the physical, social, legal, and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections, and sexual health.

More House School believes that RSE should

- provide pupils with a safe environment in which to learn;
- be age-appropriate, objective, and accessible to all pupils;
- be delivered in an objective, safe, balanced, and sensitive manner;

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- be an entitlement for all young people as an integral part of lifelong learning;
- encourage every student to contribute to our community, and aim to support each individual as they grow and learn;
- be set within our wider school context to support family commitment and love, respect and affection, knowledge, and openness. Family is a broad concept, not just one model. It includes a variety of types of family structure, and acceptance of different approaches;
- encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect, and care for each other;
- generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment;
- be fully inclusive of all genders, ethnicities, sexual orientations, and all types of families (LGBT+ inclusive) and challenge LGBT+ misconceptions, homophobia, transphobia, bi-phobia and gender stereotypes;
- ensure that BAME, LGBT+ and people with disabilities are positively represented;
- recognise that parents/carers are the key people in teaching their children about sex, sexuality, relationships and growing up. We aim to work in partnership with parents/carers and students.

RSE has three main elements

Attitudes and Values

- learning the importance of values, individual conscience, and moral choices;
- learning the value of family life, stable and loving relationships, and marriage;
- learning the value of respect, love, and care;
- exploring, considering, and understanding moral dilemmas;
- developing critical thinking as part of decision-making;
- challenging myths, misconceptions, and false assumptions about normal behaviour.

Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively;
- learning to manage setbacks and disappointments and face challenges;
- developing self-respect, and empathy and respect for others;
- learning to make choices based on understanding with an absence of prejudice;
- learning to manage conflict and prejudice;
- developing an appreciation of the consequences of choices made;
- learning how to recognise and avoid inappropriate pressures or advances, exploitation, and abuse.

Knowledge and Understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions, and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception, and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- learning for the avoidance of unplanned pregnancy;

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- learning to recognise characteristics of different forms of abuse and how to manage them.

Intended outcomes of our RSE programme

To

- develop positive values and a moral framework that will guide their decisions, judgements, and behaviour;
- have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want;
- reinforce the importance of loving healthy relationships, rooted in mutual respect;
- develop self-confidence and self-worth, resilience and character and make informed choices regarding personal and social issues;
- develop a clear understanding of the importance of consent – how to give, withdraw, ask for and recognise consent has or has not been given;
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships, both online and in the real world;
- avoid being exploited or being pressured into unwanted or unprotected sex or sexual behaviours;
- refrain from exploiting others or pressuring others into unwanted, unprotected or otherwise risky sex or sexual behaviours;
- communicate effectively by developing appropriate terminology for sex and relationship issues;
- develop awareness of their sexuality and understand human sexuality, challenge sexism and prejudice, and promote equality and diversity;
- understand the arguments for delaying sexual activity;
- ensure that pupils have a clear understanding of sexual and reproductive biology, including knowledge of HIV and other sexually transmitted diseases;
- have sufficient information and skills to protect themselves and, where necessary, their partner, from unplanned/unwanted conceptions and/or sexually transmitted infections including Human Immunodeficiency Virus (HIV);
- know how to access different sources of help and information and acquire the skills and confidence to access confidential health advice, support and treatment if necessary;
- be informed about all types of families and to explore the different methods and reasons for starting a family;
- know how civil and criminal law applies to sexual relationships and marriage;
- develop a clear understanding of the importance of online safety and the risks of using social media and the Internet for sexual purposes;
- have an awareness and understanding of the dangers of pornographic material.

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Legal Requirements

More House School is required to teach RSE as part of statutory guidance that obliges all secondary schools to deliver relationships and sex education.

As outlined within the Statutory Guidance, the parental right to withdraw pupils from RSE remains in primary and secondary education, for aspects of sex education which are not part of the Science curriculum.

More House School recognises that the relationship between the pupils, their parents and the school is paramount in delivering effective RSE and does not underestimate the importance of the input of parents and guardians in their son's Relationships and Sex Education. The school recognises and respects that some parents or carers may prefer to take the responsibility for aspects of this element of education.

Right to withdraw

Parents or carers have the right to withdraw their son from all or part of the sex and relationships education at Key Stage 3 except for those parts included in the statutory National Curriculum (i.e., in Science lessons) or when safeguarding information and guidance demands that our students are well informed, e.g., Female Genital Mutilation, Child Sexual Exploitation, and Consent and the law.

Parents are encouraged to discuss their decisions with their son's Head of Year before requesting permission from the headmaster to withdraw their son from all or part of the sex and relationships education. Parents should be advised that the teaching of Sexual Health at Key Stage 4 is now mandatory.

Pupils may be withdrawn from RSE by their parents or carers; however, a pupil will also have a right to opt into sex education from his 15th birthday (specifically, three academic terms before he turns 16).

Organisation and delivery

Across the school both RSE and PSHE (Personal, Social, Health and Education) programmes are delivered under the title of Personal and Social Development (PSD) and where formally timetabled are labeled as such.

For Junior Years the formal programme will be taught through weekly-timetabled PSD sessions as well as delivered through tutor time and as part of the flexi-Friday programme. Additional learning opportunities are delivered through a programme of assemblies and extended tutor time.

For Year 7 – Year 11, the formal programme will be taught in blocks of appropriate lengths as part of the PSD framework delivered through small group lessons, tutor time and as part of the flexi-Friday programme. Additional learning opportunities are delivered through a programme of assemblies and other individual lessons where appropriate.

For Sixth Form, all learners follow a program in Personal and Social Effectiveness which allows pupils to develop a range of skills through the study of topics including: 'Developing myself and my performance', 'Working with others' and 'The Wider World' delivered through 'Life Skills' lessons. This programme is designed to develop 21st century competencies in communication, collaboration and emotional intelligence and provides pupils the opportunity to develop these skills through a variety of engaging challenges designed to empower them to take control over their own learning and build respectful and inclusive relationships.

More House School delivers Relationships and Sex Education across the curriculum but specifically through its PSD programme, Religious Education and Science lessons at KS3 and KS4. Much of the RSE takes place within PSD lessons. Staff generally deliver the PSD curriculum with support from professionals where appropriate. The Science National Curriculum is delivered by staff in the Science department. These lessons are focused on the physical aspects of development and reproduction, although the importance of relationships is not forgotten. Where

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appropriate, teaching is supported by a member of the Learning Development Centre to support individual pupils' learning needs.

We also consider it is important to support pupils' understanding of the viewpoints of different religious perspectives, including – but certainly not limited to – those of the Roman Catholic faith.

To encourage pupils of all ages to continue to develop their life skills outside of the classroom, the school embeds PSD homework into pupils' fortnightly homework schedule. Each half-term, pupils in years 7, 8 and 9 are given a project-based homework task which is designed to last for the whole of the half-term and which fits under the three core PSD themes of Health and Wellbeing, Relationships, and Living in the Wider World. There is deliberately no formal structure around these projects, with pupils supported to develop their independent thought processes and study skills.

Differentiation

The Government guidance states that Relationships and Sex Education must be accessible for all pupils regardless of their ability or learning needs. More House delivers a differentiated curriculum and where possible all pupils will remain with their class for RSE lessons. Pupils who are identified as requiring additional support with RSE will receive this either in the class, or alternative arrangements will be made in consultation with parents and carers.

Safeguarding and confidentiality

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a safeguarding concern. In such circumstances, teachers will consult with the Designated Safeguarding Lead or, in her absence, her deputy. Pupils should be made aware that staff are not able to promise confidentiality in cases where they are concerned for the safety or wellbeing of a pupil; staff have a duty of care and will report concerns to keep pupils safe.

Where there is concern for a pupil or for pupils' welfare, the Designated Safeguarding Lead may refer to Children's Social Care for advice, in accordance with the school's published Safeguarding policy and procedures, and the school will always encourage the pupils involved to communicate the matter with their parents, unless a greater harm is identified, in which case the school will seek guidance from Children's Social Care.

Depending on the age of pupils and any specific identified vulnerabilities, the school will inform pupils' respective parents of concerns, albeit recognising its obligations in terms of protecting pupils' data and confidentiality but also its obligations towards the safeguarding of all children and young people.

We also recognise that some children may be vulnerable to some of the content delivered in RSE due to previous safeguarding concerns, ongoing concerns or changes to their personal life. For those children, additional support will be given to prevent them being adversely affected by the scenarios or topics in their planned lessons.

We recognise the right of pupils to form relationships of different kinds, including social friendships and more personal relationships of a romantic nature. We consider it essential that we deliver, through our PSD programme, education and guidance on positive social relationships, based upon mutual respect, and increasing pupils' awareness and understanding of negative influences on relationships of all kinds, including imbalance of power and influence, and risks associated with emotional and physical intimacy.

We identify amongst our pupils a high risk of vulnerability associated with our pupils' special educational needs, including language-processing, social communication difficulties and social understanding, including social inference. We acknowledge the vulnerability of pupils who seek acceptance from fellow human beings in such a way that may make them less able to recognise coercion or abuse, and we address such vulnerabilities through the relationships element of our wider PSD programme as well as through Speech and Language Therapy and our wider pastoral programme.

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Pupils are not permitted to conduct personal relationships with one another incorporating physical intimacy whilst in school – either during school term-time, on the school site, or during any time where they are under the responsibility of the school. Where a physically intimate relationship between two pupils is suspected or identified, the matter will always be referred to Designated Safeguarding Lead and wellbeing team for guidance, acknowledging the potential vulnerability of pupils with social communication and language needs, or social understanding weaknesses.

Curriculum development and review

The RSE policy and curriculum has been produced in line with statutory guidance from the Department for Education, alongside guidance from the PSHE Association. It is overseen by the Deputy Head (Academic), supported by the Director of PSHE.

The curriculum will cover the themes set out in statutory guidance and 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 appendices for Curriculum overviews).

We are clear that parents and carers are the prime educators for children on many of the matters within the PSHE and RSE curriculum. At More House School we aim to work in collaboration with parents and carers, building on what pupils learn at home. This policy and the RSE curriculum reflects our School's context and diverse nature as well as recognising that the role of educating every pupil is a partnership between home and school. We aim always to deliver content in a sensitive, objective, and balanced manner to enable pupils to comprehend the range of social attitudes and behaviour in modern-day society. This will empower them to consider their own attitudes and actions and make informed, reasoned, and responsible decisions while they are at school, at home and in adult life.

The PSD framework is designed to build progressively, adding skills and knowledge as the pupils grow and mature and journey through the school.

Difficult questions

RSE explores a range of issues that may provoke questions from pupils. We view questions as a positive sign that pupils are engaged with what is being taught and feel able to express natural curiosities about themselves, their bodies and relationships with others.

As much as possible, where a question is relevant to the whole class, we will answer it to the whole group. There may occasionally be the need to deal with a question outside of the classroom if it is not suitable for the entire class.

Questions will always be answered in an age and developmentally appropriate way and take into account whether a parent or carer has requested their child to be removed from sex education lessons.

School staff will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either party vulnerable.

We believe that an open approach to answering questions prevents pupils from learning inaccurate or harmful information online or from peers and older students. We believe exploring issues with the whole class helps to reduce the stigma and shame that can surround some of the issues explored in RSE. Importantly, we believe that children are better protected from harm and abuse when they are able to discuss issues openly with trained professionals and in a safe environment.

We want to ensure that all pupil voices are heard but that those views that are hurtful, offensive or exclusionary do not dominate, and are addressed. We want to ensure a culture where human rights, social justice, inclusion and diversity are promoted.

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Monitoring and Evaluation

We regularly monitor our RSE scheme of work to ensure that the quality of teaching is consistent, that the curriculum is meeting the new national requirements under the Relationships Education, RSE and Health Education guidance, and that learning outcomes are reflective of our pupils' needs and stages of maturity and development.

Implementation and monitoring draws on observations, staff and pupil feedback, planning scrutiny and through looking at samples of pupils' work.

The implementation of this policy will be monitored and evaluated through the normal processes of Policy Review that apply to all areas of the curriculum. This policy will be reviewed by the CLG and Governors.

The Role of School Nurses and external professionals and visitors

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

Boarding

The boarding school environment allows ad hoc discussions to arise on many of the topics above in an informal way and at a time which is directly useful and meaningful to the students concerned. It also allows directed discussions to take place in a more informal setting than the classroom. More House School values a comprehensive approach to supporting pupils to protect themselves and to build their confidence, valuing an inclusive respect for others.

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Themes set out in the government guidance

Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019). The following provides the basis for the more detailed schemes of work.

By the end of primary school

Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none">• that families are important for children growing up because they can give love, security and stability.• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.• that marriage¹ represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
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Caring friendships	<p>Pupils should know</p> <ul style="list-style-type: none">• how important friendships are in making us feel happy and secure, and how people choose and make friends.• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.• how important friendships are in making us feel happy and secure, and how people choose and make friends.• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
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Respectful relationships	<p>Pupils should know</p> <ul style="list-style-type: none">• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.• practical steps they can take in a range of different contexts to improve or support respectful relationships.• the conventions of courtesy and manners.• the importance of self-respect and how this links to their own happiness. <ul style="list-style-type: none">• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.• what a stereotype is, and how stereotypes can be unfair, negative or destructive.• the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none">• that people sometimes behave differently online, including by pretending to be someone they are not.• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.• how information and data is shared and used online.

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Being safe	<p>Pupils should know</p> <ul style="list-style-type: none">• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.• how to recognise and report feelings of being unsafe or feeling bad about any adult.• how to ask for advice or help for themselves or others, and to keep trying until they are heard.• how to report concerns or abuse, and the vocabulary and confidence needed to do so.• where to get advice e.g., family, school and/or other sources.
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¹ Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

By the end of secondary school

Pupils will continue to develop their knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

Families	<p>Pupils should know</p> <ul style="list-style-type: none">• that there are different types of committed, stable relationships.• how these relationships might contribute to human happiness and their importance for bringing up children.• what marriage is, including their legal status e.g., that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.• why marriage is an important relationship choice for many couples and why it must be freely entered into.
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	<ul style="list-style-type: none"> 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. .
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Respectful relationships, including friendships	<p>Pupils should know</p> <ul style="list-style-type: none"> the characteristics of positive and healthy friendships (in all contexts, including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. 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. 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.
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	<ul style="list-style-type: none">the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
Online and media	<p>Pupils should know</p> <ul style="list-style-type: none">their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.not to provide material to others that they would not want shared further and not to share personal material which is sent to them.what to do and where to get support to report material or manage issues online.the impact of viewing harmful content.that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.how information and data is generated, collected, shared and used online.
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none">the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).

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Intimate and sexual relationships, including sexual health	<p>Pupils should know</p> <ul style="list-style-type: none">• how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.• that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.• the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women 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.
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