



Mill Hill

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Mill Hill School

Relationships and Sex Education Policy

This Policy is effective from
June 2017

Key points of the RSE Policy

Purpose	To ensure that the School has regard to and is compliant with the statutory framework for Relationships and Sex education (RSE). The Policy also informs Governors, staff and parents about the relationships and sex education curriculum.
RSE Aims and provision	Measures to ensure that RSE is delivered appropriately to all age groups. This includes: a) Helping pupils to develop a number of key personal attributes and skills, such as confidence and relationships b) Enable pupils to understand key issues surrounding relationships and sex education, that are relevant to their age, this includes issues such as sexual exploitation and contraception c) Support pupils in understanding the consequences of their actions in relationships d) Recognising the sensitive nature of the subject and its importance in its delivery and content.
RSE delivery and staff	<p>Delivery of RSE:</p> <p>a) Delivery of RSE within the various schools of the Foundation is varied. b) Staff are guided by training, supported by the Head of PSHE and often the medical staff as well c) Delivery of the lessons is often in single sex groups, to accommodate the sensitive nature of the subject d) Parents have the right to withdraw their son/daughter from RSE having first discussed their concerns with the Head</p> <p>Staff responsibilities:</p> <p>a) Staff are expected to follow the guidance of their training and head of department on RSE b) Staff are expected to ensure all pupils feel safe and their welfare is a priority c) Staff are responsible for ensuring personal beliefs and attitudes are not shared through their delivery of the lessons d) All staff, delivering the topic have complete safeguarding and child protection training</p>
RSE across The Mill Hill School Foundation	Heads of department and coordinators of PSHE are responsible for monitoring and developing the RSE policy and schemes of work The Heads of department/ coordinators meet regularly throughout the year to discuss key topics and allow the curriculum to develop upon relevant information. It is the role of the Head of department / coordinator of PSHE to share relevant information with parents, via the schools website, curriculum guides and pastoral evening arranged for parents.

The above Key Points are a synopsis and are not intended to replace the policy. The full policy must be read and followed in the event that it needs to be applied. If the Key Points are found to be in conflict with the wording of the full policy, the policy takes priority.



This policy has been developed by senior staff and Heads of department with reference to 'Keeping Children Safe in Education' (DfE Sept 2016) and other DfE best practice guidance, through consultation with a representative group of parents, and discussion by the Court of Governors Pastoral Committee.

Statement

Relationships and Sex Education [RSE] is lifelong learning about emotions, relationships, sexuality, sex and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. RSE has a key part to play in the personal, social, moral and spiritual development of young people and should be introduced within the Foundation's programme before pupils are likely to form sexual relationships. Young people's entitlement is enshrined in the terms of the Education Act (2002) and DfE Guidance 2000.

RSE is delivered through the Personal, Social, Health and Economic Education [PSHE] and Citizenship frameworks at the Schools which comprise the Mill Hill School Foundation. RSE supports the four strands of PSHE and Citizenship whereby pupils:

1. Develop confidence and make the most of their abilities
2. Prepare to play an active role as citizens
3. Develop a healthy lifestyle
4. Develop good relationships and respect differences between people.

This Policy is to be read in conjunction with the following Foundation policies:

- The Policy to Safeguard and Promote the Welfare of Children who are Pupils at The Foundation
- PSHE and Citizenship Policy
- Equal Opportunities Policy
- Behaviour Policy at Belmont School and Grimsdell Schools
- Promoting Positive Behaviour Policy at Mill Hill School and The Mount Mill Hill International

- Health Care Policy
- Email, Access to the Internet and Social Media Policy for Pupils
- The Curriculum Policy at each of the Foundation Schools

AIMS

The Foundation aims to promote the physical and emotional wellbeing of all its pupils and help them form and maintain worthwhile and satisfying relationships based on respect for themselves and for others, at home, at school and in the wider community.

The following objectives are delivered at an appropriate stage in the programme of education through the Science curriculum, PSHE and Citizenship programme, general pastoral care and medical advice:

- To support children's emotional development, build confidence and self-esteem, and to value themselves and others.
- To provide information which is easy to understand and relevant and appropriate to the age, physical, and emotional maturity of our pupils.
- To develop confidence in talking, listening and thinking about feelings and relationships.
- To encourage exploration and clarification of values and the development of positive attitudes.
- To understand the consequences of their actions and behave responsibly within relationships.
- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support.
- To make sense of the world around them: to understand about the range of relationships including the importance of family for the care and support of children.
- To be well prepared for puberty.
- To understand how safe routines can reduce the spread of sexually transmitted infections, including virus borne diseases.
- In addition at Mill Hill, The Mount, Mill Hill



International and Belmont Schools, RSE prepares its pupils for an adult life in which they can:

- Develop positive values and a moral framework that will guide their judgements, decisions and behaviour.
- Understand the consequences of their action and behave responsibly within sexual and pastoral relationships.
- Have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge the kind of relationships they want.
- Communicate effectively.
- Be aware of their sexuality and understand human sexuality.
- Understand the arguments for delaying sexual activity and the reasons for using protection when having sex.
- Have sufficient information and skills to protect themselves and, where they have one, their partner from unwanted conceptions and sexually transmitted infections, including HIV.
- Avoid being exploited or exploiting others and being pressured into unwanted or unprotected sex.
- Access confidential sexual health advice, support and if necessary treatment.
- Understand the laws relating to sexual relationships
- Understand the role the media plays in forming attitudes
- Understand the role social media plays in sexual exploitation and grooming and knowing how to maintain personal and sexual safety.

In accordance with the DfE guidance given in Keeping Children Safe in Education (Sept 2016) [the 'KCSIE'] the Schools will include in their RSE programme the safeguarding issues given in KCSIE, as appropriate for the age of their pupils.

Provision

It is recognised that boys and girls have different

needs. Where appropriate, some aspects of the PSHE and Citizenship curriculum are taught in single-sex groups.

The delivery of the RSE programme should take account of, and be sensitive to, the cultural and ethnic diversity of the pupils.

Support and advice is available from the Medical services at each School and where appropriate confidential advice and support counselling is accessed subject to Frazer guidelines.

Delivery within the curriculum

The RSE programme is delivered by a range of staff depending on the age of the pupils and the topic being covered. There are guidelines for staff on confidentiality and handling sensitive and controversial issues and supporting young people. Staff delivering some aspects of the programme undertake specialist training. The School Nurses and outside agencies may also be involved.

At Mill Hill, the teaching of RSE takes place in timetabled lessons, taught by trained staff and the programme is supported by focused topic talks given by visiting speakers and structured workshops.

At the Mount Mill Hill International, teaching of RSE is delivered by the PSHE specialist teacher in timetabled lessons, who has undergone specialist training to deliver age appropriate content.

At Belmont, the majority of RSE lessons are timetabled to be taught by the form tutor to encourage the children to develop an open and trusting relationship with this teacher throughout the year. Lessons are regularly updated, adapting to the needs of the individual form or year group or reflecting topical issues as they arise.

At Grimsdell, lessons are taught by the PSHE specialist teacher, who works with the class teacher to deliver appropriate content and level of understanding.



Pupils with special educational needs, physical disabilities and learning difficulties will be included in the relationships and sex education programme.

Staff Responsibilities

Staff are in a particular position of trust and must make every effort to promote the safety and welfare of their pupils.

All those contributing to the programme are expected to work within the aims of this policy and must ensure that their personal beliefs and attitudes do not influence the teaching of RSE.

Staff must be alert to Safeguarding and Child Protection issues and follow policy guidelines at all times. All staff comply with the schools training for safeguarding and child protection.

Parental Communication

Parents are given information on all subjects taught within the Foundation's Through Curriculum, including PSHE and Citizenship.

At Grimsdell this information is shared on a termly basis during the 'At Home' meetings where the parents are given an overview by the class teacher.

Belmont School notifies parents in advance when the RSE lessons are due to take place either by letter or in the school bulletin.

At Mill Hill parents are given additional information about PSHE and Citizenship curriculum in the appropriate curriculum guide.

A pastoral meeting is held for the parents of new Lower School pupils early in the academic year to support parents in dealing with teenage issues. Other information is disseminated to parents throughout a pupil's time at Mill Hill.

The RSE policy is available to all parents in the Foundation, on request.

Parents who have concerns about any part of the Relationships and Sex Education programme and its teaching should raise the matter with their child's school. A summary of the contents of the programme is attached as an Annex to this Policy. Parents have the right to withdraw their child from RSE lessons, having first discussed their concerns with the Head of the appropriate Foundation school.

Monitoring and Evaluation and Review

The policy is reviewed every 3 years.

Regular evaluation and discussion of the RSE programme is carried out by Heads of Department and Pastoral Deputy Heads of the Foundation and monitoring the pupils' understanding through feedback discussions. Medium term plans are under ongoing review and amended where necessary to better meet the needs of the pupils. These reviews may identify the development of new or additional resources and further staff training.

Last review: June 2017

By resolution of the Governors' Academic Committee

Signed

Date.....

Chair of the Governors' Academic Committee.



Relationships and Sex Education Programme of study

Grimsdell

'The Grimsdell Way' is taught alongside PSHE lessons and circle time throughout the school and includes key concepts such as:

- Treating other people as we would like to be treated
- How to forgive
- How to share
- To be honest
- How to listen to each other
- To be kind and helpful
- To be co-operative
- To do our best, to be our best
- To share our worries

The Grimsdell PSHE programme includes the following content:

Early Year's Foundation Stage

- Making relationships e.g. friends, teachers, families
- Routines
- Health and Self-care e.g. getting dressed, keeping clean, staying healthy
- Being honest/Trust
- Feelings(sadness, fear, anger, happiness)
- Fairness
- Right and Wrong e.g. Turn taking, Sharing, Manners
- Developing self esteem
- Understanding different emotions and feelings
- Keeping Safe
- Knowledge and Understanding of the World
- Features of living things
- Ourselves/Body Parts
- Lifecycles

Year 1

- Ourselves
- Cleanliness and personal hygiene
- Growing and changing
- People who help us e.g. family, teachers,

- people in the community
- Rules
- Healthy living e.g. eating, exercise
- Honesty, responsibility and loyalty
- Manners
- Safety
- Parts of the body
- Growing

Year 2

- Naming parts of our bodies
- Differences between boys/girls
- Feelings and relationships
- Likes and dislikes
- Feelings e.g. happiness, anger, fear, frustration
- Developing self- confidence
- Sharing worries
- Right and wrong
- Rules
- Kind and unkind behaviour
- Manners
- Personal safety
- Keeping healthy and growing
- The life cycle of a human
- Hazards and risks in medicines

Belmont

SEAL

Through Years 3 to 8 the pupils cover a range of relationship issues as part of the SEAL (Social and Emotional Aspects of Learning) programme. These relationship issues, that include being assertive, helping someone with a worry and developing resilience, are shared with the children during assemblies, chapels and form periods.

Year 3

- How abilities and responsibilities change from birth to different stages of childhood
- Understanding others
- Changing emotions
- Acceptable/unacceptable physical contact/secrets
- Safe choices



Year 4

- Emotions and actions
- Managing feelings
- How bodies/lifestyles change from birth to adulthood
- Babies come from an egg and grow inside their mothers
- Acceptable/unacceptable physical contact/secrets
- Harmful substances

Year 5

Aims: To appreciate different types of relationships. To prepare pupils for physical changes at puberty

- Hygiene
- Changes during puberty
- Very simple reproduction
- Personal safety- acceptable/unacceptable physical contact
- Recognising risk
- Resisting pressure
- Introduction to menstruation

Year 6

Aim: To understand the physical and emotional changes that happen during puberty

- Physical and emotional changes during puberty
 - Growing up
 - Self-awareness
 - Friendships
 - Respect
- Y6 Science
- Familiarisation with body parts, their correct terminology and their functions.
 - Life process of reproduction in humans

Year 7

Aims: To revise the physical and emotional changes that happen during puberty. To understand reproduction, physical relationships and how to make informed choices

- Pupils understand their feelings and how they are expressed.
- Sexual behaviour as an adult activity within a loving relationship.
- Puberty and personal hygiene

- Contraception – condom only
- STIs if don't use a condom
- Conception

Year 8

Aims: To revise reproduction. To understand how sexual relationships are developed

- Relationships
- Sexual development
- Sexuality (Answering pupils questions)
- Emotional development
- Conception
- Reasons for and against early sexual activity
- Sex and the law
- Contraception – all methods
- STIs – symptoms and treatment of all major STIs
- The dangers of technology (porn/sexting)

Y8 Science

- Pregnancy
- Birth
- Reproduction

The Mount, Mill Hill International

Year 9 & Year 10

- To understand how to manage growth and change as normal parts of growing up (including consolidation and reinforcement of Key Stage 2 learning on puberty, human reproduction, pregnancy and the physical and emotional changes of adolescence)
- To understand the importance of developing relationships in context of love and sex and understand what expectations might be of having a girl/boyfriend. To consider different levels of intimacy and their consequences.
- To understand the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to access sources of support for themselves or their peers who they believe may be at risk, or who may have already been subject to FGM
- To learn about the use of contraception, including the condom and pill; to negotiate condom use
- To understand that certain infections can



be spread through sexual activity and that barrier contraceptives offer some protection against certain STIs.

- The terms associated with sex, gender identity and sexual orientation and to understand accepted terminology. Understand about the unacceptability of sexist, homophobic and transphobic behaviour, the need to challenge it and how to do so.
- Understand the role of sex in the media and its impact on sexuality (to include pornography and related sexual ethics such as consent, boundaries, respect, gender norms, sexual 'norms', trust, communication)

Year 11

- To understand about diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them.
- To understand the role of sex in the media and its impact on sexuality (including pornography and related sexual ethics such as consent, negotiation, boundaries, respect, gender norms, sexual 'norms', trust, communication, rights, empowerment, sexism and feminism)
- To learn how to seek consent and to respect others' right to give, not give or withdraw consent to engage in different degrees of sexual activity.
- To recognise when others are using manipulation, persuasion or coercion in a relationship (especially with regard to sexual activity) and how to respond.
- To learn what Healthy Relationships look like.
- To learn about Domestic Abuse (including Teenage Domestic Abuse).
- To learn about the law in relation to consent and legality of age for sex within the UK.
- To know about different types of contraception and how they work. The importance of communication and negotiation in contraceptive use.
- Risks associated to unprotected sex, to include consequences of unintended pregnancy and sexually transmitted

infections.

Mill Hill

Fourth Form (year 9)

- To understand the importance of developing relationships in context of love and sex and understand what expectations might be of having a girl/boyfriend. To consider different levels of intimacy and their consequences.
- The law in relation to consent and legality of age for sex within the UK.
- Know about different types of contraception and how they work. The importance of communication and negotiation in contraceptive use.
- Risks associated to unprotected sex, to include consequences of unintended pregnancy and sexually transmitted infections.
- The terms associated with sex, gender identity and sexual orientation and to understand accepted terminology. Understand about the unacceptability of sexist, homophobic and transphobic behaviour, the need to challenge it and how to do so.

Remove (Year 10)

- Understanding sexual attraction and developing sexuality, including sources of support and reassurance and how to access them
- Understand the role of sex in the media and its impact on sexuality (to include pornography and related sexual ethics such as consent, boundaries, respect, gender norms, sexual 'norms', trust, communication)
- How to seek consent and to respect others' right to give, not give or withdraw consent to engage in different degrees of sexual activity.
- To recognise when others are using manipulation, persuasion or coercion and how to respond to understand the pernicious influence of gender double standards and victim-blaming
- To recognise the impact of drugs and alcohol



on choices and sexual behaviour.

Fifth form (Year 11)

- To understand and respect others' faith and cultural expectations concerning relationships and sexual activity.
- Understand Female Genital mutilation (FGM), its status as a criminal act and sources of support.
- Know about abortion, including the current legal position in Britain and the range of beliefs and opinions about it world-wide.
- The pathways available in the event of unintended pregnancy, the possible physical and emotional reactions and responses people may have to each option and who to talk to for accurate, impartial advice and support.

Lower Sixth (year 12)

- Dealing with bereavement and learning how to deal with grief as an emotional response.
- Moving away from home and the impact this will have on relationships with parents, families and friends. Looking to the future, what relationships will develop (to include university and work place relationships).
- Managing unwanted behaviour both online and in person (to include harassment and stalking).
- Understand pressures and balance within a sexual relationship (to include variations of sexual activity and influences on sexual behaviour).
- Understand the realistic views of becoming a parent at a young age and how this will impact current lifestyle and the future.

Science curriculum - GCSE syllabus (remove year)

- Human reproduction
- Fertility
- The menstrual cycle

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