



The Meadows Montessori School

RSE Policy High School

Applies to:

High School, out of school care, the after-school clubs and all other activities provided by the High school, inclusive of those outside of the normal school hours.

All staff (teaching and support staff), any students, the Proprietor and volunteers working in the school.

Availability

This policy is made available to parents, staff, and pupils by request from the Head of School or school office.

Monitoring and Review

This policy will be subject to continuous monitoring, refinement, and audit by the Head of School.

The High School Head Teacher undertakes an annual review of this policy and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

Approved Date – June 2023	David Green
Review Date – June 2024	Head Teacher – High School

The Meadows Montessori School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

Aims

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

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

Statutory Requirements

As an independent high school we provide relationships and sex education to all pupils as per section 34 of the Children and Social work act 2017.

We do not have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At The Meadows Montessori High School, we teach RSE as set out in this policy.

Other relevant documents:

- Child Protection Policy
- High School Teaching and Learning Policy

Policy Development

This policy has been developed in consultation with staff, pupils, and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared via our website, and in school communication system.

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Definition

RSE is about the emotional, social, and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity, and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

Curriculum

Our curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils, and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online.

For more information about our curriculum, see our curriculum map in Appendix 1.

Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are also taught within the science curriculum. In some instances, in years 7, 8 and 9, topics are delivered alongside our Great lesson theme; in others, where it is more appropriate, they are taught in age-specific groups.

At The Meadows Montessori High School:

Relationships education focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 and 2.

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

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

Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

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We will also:

- Make sure that pupils learn about these topics in an environment that is appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

Use of resources

We will consider whether any resources we plan to use:

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

Use of external organisations and materials

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

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

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach, and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with

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- Be clear on:
 - What they are going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We **will not**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

Roles and responsibilities

The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE (see section 8).

Staff

Teachers are responsible for:

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

Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

As head teachers, Matt Sims and David Green are responsible for delivering the RSE curriculum, and for ensuring that staff are suitably trained to deliver aspects of the curriculum where necessary.

Pupils

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

Parents' Right to Withdraw

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

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

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

Alternative schoolwork will be given to students who are withdrawn from sex education.

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Training

Staff are trained on the delivery of RSE, and it is included in our continuing professional development calendar.

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

Monitoring Arrangements

The delivery of RSE is monitored by David Green and Matt Sims, Headteacher through learning walks, evaluation, and planning scrutiny.

Pupils' development in RSE is monitored by mentors through our tracking system on the school app and through mentor meetings.

This policy will be reviewed by David Green, head teacher annually. At every review, the policy will be approved by Sam Sims, Head of School.

Appendix 1: Curriculum map

Relationships and Sex Education Curriculum Map

This map is based on the PSHE association’s model and therefore uses their topics; however we have organized them by Great Lesson theme as appropriate. As such, these topics will be delivered at the time students in years 7, 8 and 9 are exploring that Great Lesson theme. The colour-coding shows which topics the PSHE association feel should be delivered in each year group. As a result, some of the topics may seem similar within the same Great Lesson theme. For us, delivering them across 7 – 9, we will need to be sensitive to delivering some topics to younger students, though also aware of the fact that they may not cover some of these topics again until year ten.

Year 10 and 11 largely follow the PSHE association’s programme, with some sensitive topics delivered by KIP Education.

Year 7

Year 8

Year 9

Great Lesson Theme	Topic/Theme Details
Computer Technology	<ul style="list-style-type: none"> • Rights, responsibilities, and opportunities online, and how to respect and advocate for them, and how the same expectations apply in all contexts. • How to communicate safely online. • What to do and where to get support to report material or manage issues online. • How to manage personal information online safely. • Strategies for maintaining a positive online presence. • Online risks, including sharing and removing compromising material. • How to balance time online with other activities. • How information can be manipulated, misrepresented or false. • How to critically analyse sources of information. • How to assess reliability of media sources and critique social media content. • How to recognise and manage influences online. • How to build digital resilience for emotional wellbeing.
Relationships and society	<ul style="list-style-type: none"> • Skills to make and maintain friendships • How to communicate and negotiate boundaries in friendships, including online. • To recognise bullying in all its forms • Strategies for challenging bullying, including online

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	<ul style="list-style-type: none"> • How and where to communicate concerns about bullying and friendships, including online. • Features of healthy and unhealthy relationships, including online. • How to maintain respectful relationships, including online • Sources of support regarding relationships. • How to manage difficulties and challenges in friendships • How to recognise healthy and unhealthy relationship behaviours • Personal values and influence on relationship expectations • Stable committed relationships and features of family life.
Present Day and Nation	<ul style="list-style-type: none"> • How to recognise and challenge stereotypes • The impact of stereotypes and perceptions of others. • Strategies to communicate concerns about and challenge prejudice. • How to identify common forms of fraud and online scams.
Communication	<ul style="list-style-type: none"> • To recognise loneliness and isolation, and strategies to include others. • How to recognise, express and manage emotions to promote daily wellbeing. • How to seek help for themselves and others, in relation to unwanted contact. • Sexting as a criminal offence, and how to manage requests.
The Law and Government	<ul style="list-style-type: none"> • The importance of consent. • The law relating to consent, how to seek and give and not give consent. • The legal and moral responsibilities in relation to seeking consent. • How to recognise factors that might affect capacity to give consent.
Contact between peoples	<ul style="list-style-type: none"> • How to empathise and show compassion for others • How to show respect for – or challenge respectfully – the values, beliefs, and opinions of others. • The importance of equality and diversity and how to celebrate these. • Sexual orientation, gender identity and diversity in sexual attraction.

Delivered by KIP

Year Group	Term	Topic details
7	Spring	<ul style="list-style-type: none"> • Puberty and managing change • The physical changes that occur during puberty, including periods and wet dreams • The impact of puberty on emotional wellbeing and self-concept, and ways to manage this. • About menstrual wellbeing and strategies to manage it. • How to safely access help for themselves or others concerned about FGM.
8	Spring	<ul style="list-style-type: none"> • Contraception • Strategies to assess readiness for intimacy and manage the pressure of relationships • How to access advice and support in relation to sexual health
9	Spring	<ul style="list-style-type: none"> • How to choose and access contraception

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		<ul style="list-style-type: none"> • How to make informed decisions about sexual health and how to access reliable advice and support about sexual health • Sexually transmitted infections, including HIV/AIDS, how to reduce changes of transmission, prevalence, and impact of STIs, and key facts on treatment • The features of healthy intimate relationships, including that they should be equitable and pleasurable. • The influence of the portrayal of sex in the media, including pornography on self-concept, relationship values and expectations • The impact of viewing harmful material • Sexual exploitation and grooming • The legal and moral responsibilities of seeking consent.
10	Spring	<ul style="list-style-type: none"> • Relationship expectations and how to identify and evaluate own beliefs • How to assertively communicate relationship expectations • How to seek and assertively give or not give consent • How to assess readiness for sexual intimacy, including online and in new relationships, and to evaluate the possible legal, emotional, and social consequences, as well as that there is a choice to delay and enjoy intimacy without sex. • How to manage the impact of substance use on personal safety, decision making and sexual behaviour. • How to recognise manipulation and coercion. • How to identify signs of an abusive relationship, where and how to access support or report concerns. • How to evaluate and manage the influence of pornography.
11	Spring	<ul style="list-style-type: none"> • Ways to effectively choose, negotiate and use contraception to maintain sexual health • Sexual health services locally, nationally, and online, and how to use and access them. • How to communicate personal values in relationships • To recognise the importance of respect, pleasure, and equity in intimate relationships • How to manage relationship changes safely and respectfully • Relationship challenges and how to manage strong emotions and communicate

Year 10 and 11 map (not including KIP)

Year group	Term	Topic details
10	Autumn	<ul style="list-style-type: none"> • To respect diversity in gender, gender identity, sexual orientation, faith, race, and disability. • Rights, roles, and responsibilities in a diverse society and how to respect and advocate for them. • How to manage the influence of gender, sexual norms, and stereotyping • Strategies to challenge discrimination and prejudice-based bullying in relation to any of the protected characteristics of the <u>Equality Act 2010</u>.

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		<ul style="list-style-type: none"> • The support available to people with protected characteristics and how to access advice and help for self and others.
10	Spring	<ul style="list-style-type: none"> • How personal data is generated, collected, and shared and may be used with the aim of influencing decisions • To evaluate and manage opportunities and risks of establishing and conducting relationships online • How to behave legally, ethically, and responsibly online, including in online relationships • How to maintain and positive online presence and positive and safe ways to create and share content online.
10	Summer	<ul style="list-style-type: none"> • How to make informed decisions about marriage and other long-term commitments, their characteristics and legal status, why it is important and should be free choice, and how it contributes to happiness and raising children. • The unacceptability of forced marriage and how to safely seek help. • To evaluate attitudes towards sexual assault and their impact. • How to challenge victim blaming, including abuse when it occurs online. • How to respond to harassment, including online, and violence, and where to seek help.
11	Autumn	<ul style="list-style-type: none"> • Different types of relationships and families, including single parents, stepparents, same sex parents, blended families, foster and adoptive parents. • How to identify and evaluate parenting skills and assess readiness for parenthood. • To recognise the fertility changes over time and evaluate the implications of this. • The potential impact of lifestyle on fertility. • How to access appropriate advice and support in relation to pregnancy, including miscarriage.

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

TOPIC	PUPILS SHOULD KNOW
Families	<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 • 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
Respectful relationships, including friendships	<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
Online and media	<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

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	<ul style="list-style-type: none"> • 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	<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)
Intimate and sexual relationships, including sexual health	<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 • 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

Appendix 3: Parent form: Withdrawal from Sex Education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

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