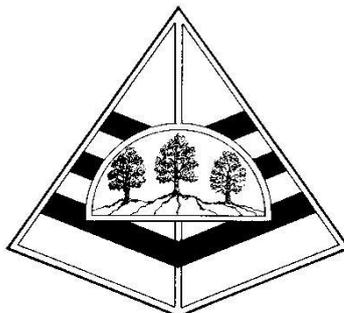


SEX AND RELATIONSHIPS POLICY

FERNDOWN MIDDLE SCHOOL



Policy to be reviewed by Governor Committee:	Curriculum & Community
Frequency:	3-yearly
Reviewed:	11/06/2014
Reviewed:	

This policy has been reviewed in line with the 8 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out.

Ferndown Middle School
Sex and Relationships (SRE) Policy 2013

Introduction:

This policy covers our school's approach to sex and relationships education from year 5 through to year 8. It was produced by the Personal, Social, Health and Citizenship Education (PSHCE) coordinator, through consultation with the head teacher and the Governing Body. It will be reviewed in March 2015 or sooner if there are significant changes made.

Policy and Parents:

Parents will be informed about the SRE policy in a variety of ways. The school's prospectus will refer to the policy and a physical copy of the policy will be made available to those parents wishing to view it. The policy will also be available for parents to view via the school's website.

Overall school aims and objectives:

Our school's overarching aims and objectives for our pupils are:

- To provide an exciting, challenging and motivating learning environment for all pupils and teachers, showing respect for the diversity of people's backgrounds.
- To set high standards of attainment and achievement for all pupils, ensuring that similar life opportunities are available to all.

How do these inform and impact SRE teaching?

The school aims to provide a programme of sex and relationships (SRE) education in line with the Personal Social Health Education (PSHE) scheme of work. SRE is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. SRE has a key part to play in the personal, social, moral and spiritual development of young people. It begins informally in the home with parents and carers long before any formal education takes place at school.

Young people's entitlement to SRE is enshrined in the terms of the Education Act (1996) and follows the advice set out in the Sex and Relationships Education Guidance, issued by the DFEs in July 2000. This policy has also considered the consultation paper DCFS 2010.

Rationale:

We define sex and relationships education as learning about the emotional, physical and social aspects of growing up, relationships, sex and human sexuality. It should equip the children with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their own health and well-being.

We believe it is important to address this area of the curriculum because in the 21st century it ensures that children are receiving a reliable source of information and an opportunity to explore the messages they are receiving in a safe learning environment.

The UN Convention on the Rights of the Child states that children have the following rights, which support the provision of sex and relationships education. Children have the right to:-

- Access information which will allow them to make decisions about their health (Article 17)
- Be heard, express opinions and be involved in decision-making (Article 12)
- Education to help them learn, develop and reach their full potential and prepare them to be understanding and tolerant of others (Article 29)
- Not be discriminated against (Article 2)
- Government protection from sexual abuse and exploitation (Article 34)

Teachers of PSHCE will primarily be responsible for the teaching of sex and relationships education, although the science department and use of outside speakers, like the school nurse, will compliment it. Staff have a responsibility to ensure the safety and welfare of their pupils. They are in a particular position of trust (in loco parentis). Personal beliefs and attitudes of staff should not influence the teaching of SRE, all those contributing to the programme are expected to work within the framework provided.

The PSHCE co-ordinator will provide guidelines for teaching sex and relationships education which the staff will follow, making appropriate adaptations where necessary.

We consider that includes:-

Year 5

The **Relationships** unit covers PSHE areas 1b, 2e, 4a, 4c, 4d and 4e.

Children will look at people who are important to them and why, embarrassment and how to use problem solving to sort out an embarrassing situation, how to build the self-esteem of others, recognising and challenging stereotypes.

The **Changes** unit covers PSHE areas 1b, 1c, 1d, 2e, 4a, 4b, 4c and 4f.

Children will explore how people behave and feel when things change, this includes loss. Children will be taught that change can bring positive outcomes. An introduction to changes in puberty, including the names of the reproductive organs. Looking at the human lifecycle from birth to old age and discussing the changes, explanation of how human life begins, develops in the womb and then how a baby is born.

Year 6

The **Relationships** unit covers PSHE areas 2a, 2e, 4a and 4b.

Children will discuss how people feel when someone dies or leaves. They will discuss how to help others, how to break friends without hurting someone and how to forgive others.

The **Changes** unit covers PSHE areas 1b, 1c, 1d, 4a, 4b, 4c and 4f.

Children will discuss how they feel about the changes they are going to experience moving from key stage 2 to key stage 3, understand how thoughts, feelings and behaviour are interlinked, look at changes that occur at puberty in more detail, this will include a talk by the school nurse to boys and girls separately.

Year 7

During this year the children will be taught the KS3 science curriculum in relation to sex and the human lifecycle, including menstruation and the development of the foetus.

The **Relationships** unit covers PSHE areas 1.2a, 1.2c, 1.3c, 1.4a, 1.4b, 1.4c, 2.1c, 2.1e, 2.1f, 2.3b.

It reviews the learning at key stage 2 and then develops in more detail. The pupils will be taught about the importance of hygiene as their bodies go through puberty.

Pupils also discuss the qualities of a good friendship and discuss the different relationships everyone has. The children will be asked to discuss what romantic feelings are and how they affect people, leading on to the qualities each would want in a partner. Relationships with other members of the family will be considered, along with how these changes affect the child as he/she matures. Divorce and separation are also discussed along with the impact it has on families and individuals.

Year 8

The **Sex and Relationships** unit covers PSHE areas from the Personal Well-Being programme of study, 1.1a, 1.1b, 1.2a, 1.2b, 1.2c, 1.3a, 1.4a, 1.4b, 1.4c, 1.5a and 1.5b

It begins with how gender differences can affect the expectations individuals have with a relationship. Children are then asked to consider how a romantic friendship affects the other relationships around them and then to consider how to solve causes of conflict with family and friends. The skills of compromise and negotiation are taught. Changes related to puberty and adolescence are revisited; however the emphasis is on how adolescence can affect pupils emotionally and socially as well as physically. How to deal with unwanted pressures in relationships to minimise risks and how you can have a relationship without sex is also considered. The school nurse is also involved where the children learn about sex and the law and about the importance of delaying sexual activity.

Statutory Requirements:

We are required to teach National Curriculum science at **Key Stage 2**; this includes

- 1a) that the life processes common to humans and other animals include nutrition, growth and reproduction.
- 2f) about the main stages of the human lifecycle.

We are required to teach National Curriculum science at **Key Stage 3**; this includes

- 1d) that fertilisation in humans....is the fusion of a male and female cell.
- 2f) about the physical and emotional changes that take place during adolescence.
- 2g) about the human reproductive system, including the menstrual cycle and fertilisation.
- 2h) how the foetus develops in the uterus.
- 2n) how the growth and reproduction of bacteria and the replication of viruses can affect health.

At **Key Stage 3 Citizenship Education is statutory** but is embedded within the school's PSHCE scheme of work, so provides a vital component of SRE teaching.

The curriculum at key stage 3 should prepare young people for an adult life in which they can:

- Develop positive values and a moral framework which will guide their decisions, judgements and behaviour;
- Be aware of their sexuality and understand human sexuality;
- Understand the arguments for delaying sexual activity;
- Understand the consequences of their actions and behave responsibly within relationships;
- Have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationships they want;
- Communicate effectively;

- Have sufficient information and skills to protect themselves;
- Avoid being exploited or exploiting others;
- Avoid being pressured into unwanted sex;
- Access confidential sexual health advice and support;
- Know how the law applies to sexual relationships.

ICT and SRE

Pupils will be taught across all year groups the importance of internet safety and the potential dangers that the internet and mobile phones can pose in this context. This will be delivered by the ICT department in conjunction with the PSHE department. For more detail on the teaching of internet safety and the safety procedures put in place by the school, e.g. filtering, see the ICT policy.

Intended learning Outcomes

The learning outcomes of this programme of work will be that pupils will:-

- Know and understand the way a human is conceived, develops in the uterus and is born.
- Be able to explain the changes that occur during puberty physically, socially and emotionally.
- Understand the importance of stable, loving relationships.
- Promote a critical awareness of the different attitudes and views on sex and relationships within society, such as peer norms and those portrayed in the media.
- Understand they have a right to accurate information and to be taught where to seek advice and support if required.
- Understand they have a responsibility to behave appropriately and within the law, considering how their behaviour will affect those around them.

Answering student's questions

The school believes that students should have opportunities to have their genuine questions answered in a sensible and matter-of-fact manner. However, occasionally a student may ask a particularly explicit, difficult or embarrassing question in class. Teachers will use their skill and discretion to decide about whether to answer questions in class and, if so, how. They will establish clear parameters of what is appropriate and inappropriate in class by discussing ground rules with students and by taking an approach that encourages students to be mature and sensible. If a teacher does not know the answer to a question they will acknowledge this and suggest that they and students research the answer to the question later. If a question is too explicit or inappropriate to answer in class at that moment, teachers will acknowledge it and attend to it later with the student who asked it. If a question is too personal teachers will remind students about the ground rules and if necessary point out appropriate sources of support. If a teacher is concerned that a student is at risk of sexual abuse they will follow the school's child protection procedures.

Confidentiality

School staff cannot promise absolute confidentiality if approached by a student for help. Staff must make this clear to students. This should be done in the initial ground rules lesson which all PSHCE

teachers are required to do. **Child protection procedures must be followed when any disclosures about abuse are made.**

It is very rare for a student to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement about whether or not a third party needs to be informed. This judgement will be based upon:

- The seriousness of the situation and the degree of harm that the student may be experiencing.
- The student's age, maturity and competence to make their own decisions.

Where it is clear that a student would benefit from the involvement of a third party, staff should seek the consent of the student to do so. If appropriate, staff might inform the third party together with the student. Unless clearly inappropriate, students will always be encouraged to talk to their parent/carer.

Assessment

Teachers will assess pupils learning through talk and observation, as well as by considering written responses. The key objectives will be assessed in line with national Curriculum guidelines and recorded on SIMS. Each pupil will evaluate how far he/she met the learning guidelines. Staff should also ask pupils if there are other areas in this topic which the children would like to have discussed so that the scheme of work can be adapted if necessary.

Inclusion and Differentiation

The teachers will respect each pupil's unique starting points by making sure the scheme of work is differentiated. The teachers must make sure that teaching assistants are informed in advance of the topics so that work can be adapted to suit the needs of all groups of pupils. Teachers must take into account the differing genders, disabilities, cultures, ethnicity, religion, belief and life experiences of the children they are educating.

Involving Parents and Carers

The school will inform the parents in advance of any SRE work being taught, offering parents the opportunity to come in and preview any videos and material which will be used. The SRE policy will be available to read and the staff will always be available to answer any concerns a parent may have. Parents may request a detailed copy of the scheme of work.

Supporting 'At Risk' Pupils

During the teaching of SRE children may give cause for concern and the member of staff is responsible for informing the tutor or year leader, or if necessary directly seeking help from the safeguarding officer. The safeguarding officer should also inform a member of staff if there are issues that the teacher should be aware of BEFORE the unit of work is commenced.

Procedures for Pupil Withdrawal from SRE

Parents may request to see the programme of study and will be encouraged to speak to the class teacher or PSHCE co-ordinator should they have any concerns about the content and delivery of SRE. A pupil cannot be withdrawn from sex education where this is taught in the Science National Curriculum. Hence children who are withdrawn from PSHE lessons will still receive biological information but not taught in the context of relationships.

In the instance that the right to withdrawal is exercised, parents/carers should be made aware that SRE could arise naturally from class discussion or from discussion in the playground. Children whose parents/carers exact their right to withdraw them from SRE will be temporarily transferred to an alternative class.

RELATIONSHIP TO OTHER POLICIES:

This policy has links to school policies on

- Child Protection
- Health and Safety
- Confidentiality
- Pastoral support
- PHSE
- Healthy Schools
- School Visits
- Anti-bullying Policy
- Equal Opportunities Policy
- ICT policy
- Science policy

Date of Policy Approval: _____

Date of Policy Review: _____

Signature of Head teacher: _____

Signature of School Governor: _____

Signature of Key Personnel

Responsible for SRE Policy: _____

