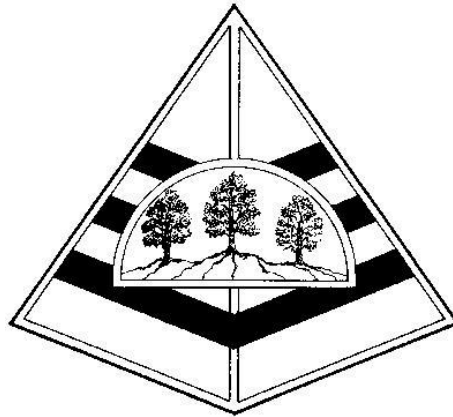


FERNDOWN MIDDLE SCHOOL



RELATIONSHIPS AND SEX EDUCATION POLICY

Policy to be reviewed by Governor Committee:	Curriculum & Community
Frequency:	3-yearly

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

Relationships and Sex Education (RSE) Policy 2017

Introduction:

This policy covers our school's approach to relationships and sex education (RSE) 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 May 2020 or sooner if there are significant changes made.

Policy and Parents:

Parents will be informed about the RSE 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

Why is Relationships and Sex Education important in school?

High quality SRE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life. It is essential for the following reasons:

- *Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.*
- *Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that sex and relationships education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 Not Yet Good Enough report.*
- *SRE plays a vital part in meeting schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.*
- *Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing, and under the Education Act (1996), to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive SRE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.*

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 RSE teaching?

The school aims to provide a programme of relationships and sex education (RSE) in line with the Personal Social Health Education (PSHE) scheme of work as recommended by the PSHE Association, which receive funding from the government for this purpose.

RSE is lifelong learning about sex, sexuality, emotions, relationships 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. It begins informally in the home with parents and carers long before any formal education takes place at school.

Young people's entitlement to RSE is enshrined in the terms of the Education Act (1996) and follows advice set out in the Sex and Relationships Education Guidance, issued by the DfEE 0116/2000. This policy has also considered the consultation paper DCFS 2010. The statutory guidance is now seventeen years old and so the more recent documentation SRE for the 21st Century, produced by the PSHE Association has been used as a more up to date reference.

Rationale:

We define relationships and sex 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. Also technology is evolving at a tremendous pace. As educators we need to help to protect children and young people from inappropriate online content, cyber-bullying and exploitation.

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 relationships and sex education; although the science department and use of outside speakers, like the school nurse, will compliment it. The teachers are responsible for ensuring the safety and welfare of the pupils. They are in a particular position of trust (in loco parentis). Personal beliefs and attitudes of staff should not influence the teaching of RSE; all those contributing to the programme are expected to work within the framework provided. If a member of staff feels unable to deliver any part of the RSE scheme of work, he/she is responsible for informing the PSHCE co-ordinator so alternative arrangements can be made. All pupils have the right to be kept equally informed.

The PSHCE co-ordinator will provide guidelines for teaching relationships and sex education which the staff will follow, making appropriate adaptations where necessary. The PSHCE co-ordinator will be available to help and support staff where deemed necessary. The schemes of work have been written in consultation with the PSHE Association guidelines.

We consider that includes:-

Key Stage 2

At Ferndown Middle School the Jigsaw scheme of work is followed by all staff teaching PSHCE. The theme of relationships and health and well-being are woven through the scheme. The Jigsaw programme covers every aspect of the recommended teaching at Key Stage 2. However there are times when additional lessons will be delivered outside this scheme to address any current issues as they arise; for example staying safe online and bullying.

Puzzle	Health and Well-Being	Relationships
Being Me in My World	H6, H11, H23	R1, R4, R7, R10, R11
Celebrating Difference	H6, H23	R1, R2, R4, R5, R6, R7, R10, R12, R13, R14, R16, R17, R18, R19, R20
Dreams and Goals	H5, H6, H7	R7, R11, R12
Healthy Me	H1, H2, H3, H4, H6, H9, H10, H13, H14, H15, H16, H17, H20, H21	R1, R2, R4, R7, R15
Relationships	H4, H6, H7, H8, H10, H13, H14, H22, H24, H25	R1, R2, R3, R4, R5, R6, R7, R8, R9, R12, R14, R15, R18, R19, R21
Changing Me	H6, H8, H11, H12, H18, H19, H20	R1, R2, R6, R8, R9, R16, R17, R21

The references like H1, R3 etc. refer to the PSHE Association 2017 guidelines. See appendix one.

Year 5

The **Relationships** unit summary:

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. To address the modern issue of technology the pupils will also be taught how to stay safe online.

The **Changes** unit summary:

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 will be covered. In conjunction with the science curriculum, pupils look at the human lifecycle from birth to old age and discuss the changes, pupils will be taught how human life begins, develops in the womb and then how a baby is born.

Year 6

The **Relationships** unit summary:

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 summary:

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.

Key Stage 3

Topics	Health and Well-Being	Relationships
Being Me (Yr7)	H1, H2, H3, H4, H9, H13, H14, H15, H16, H17	R1, R2, R4
Health and Well-being (Yr8)	H18, H6, H20, H22	R1, R2,
Diversity (Yr7)	H19	R28
Alcohol and drugs (Yr8)	H24, H25, H26, H27, H28, H29, H30, H31	R31, R32, R30
Risks, Relationships and Conflict (Yr7)	H7, H9, H20, H21, H23	R34, R12, R27, R29
Relationships (Yr8)	H6	R4, R5, R6, R7, R8, R11, R12, R13, R14, R15, R16, R18, R19, R25, R26, R29
Internet Safety (Yr7 and Yr8)	H20	R23, R28, R32, R35, R36, R37, R38

The references like H1, R3 etc. refer to the PSHE Association 2017 guidelines. See appendix two.

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 **Being Me, Risks, Relationships and Conflict** unit summary:

Pupils discuss the qualities of a good friendship and discuss the different relationships everyone has. The focus is on practising good team working skills. 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. This will also include teaching the pupils about gender identity and sexual orientation. 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. Ways in which to deal with these issues is also covered.

Year 8

The **Relationships** unit summary:

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. Pupils will be

taught about the law in relation to consent. Media portrayal of relationships and internet safety, especially sending/receiving sexual images is also covered.

Statutory Requirements:

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

Year 5

Living things and their habitats

Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals
- Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. (Non-statutory)

Animals, including humans

Pupils should be taught to:

- describe the changes as humans develop to old age
- Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. (Non-statutory)

Year 6

No specific reference is made to reproduction, so the only RSE will be through the PSHCE Jigsaw scheme of work.

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

Biology

Reproduction

- reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta

Local authority maintained schools in England are obliged to teach relationships and sex education from age 11 upwards, and must have regard to the Government's guidance.

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 RSE 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 RSE

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 PSHCE department. The school will also use outside agencies like the PCSO to deliver clear, up to date messages about internet and mobile phone safety to KS3. 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 for science. 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 the SENCO and 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 RSE work being taught, offering parents the opportunity to come in and preview any videos and material which will be used. The RSE 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 RSE children may give cause for concern and the member of staff is responsible for informing the tutor or TLM, or if necessary directly seeking help from the safeguarding officer. The software MyConcern; should be used for this process. 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. If appropriate in class support will be provided for a child during the teaching of RSE. Staff will need to liaise with the SENCO for this.

Procedures for Pupil Withdrawal from RSE

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 RSE. A pupil cannot be withdrawn from sex education where this is taught in the science National Curriculum. Hence children who are withdrawn from PSHCE 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 RSE could arise naturally from class discussion or from discussion in the playground. Children whose parents/carers exact their right to withdraw them from RSE will be informed that their child will be temporarily transferred to an alternative class and give different work to complete.

RELATIONSHIP TO OTHER POLICIES:

This policy has links to school policies on

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