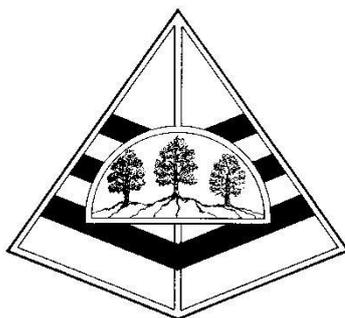


RELATIONSHIPS AND SEX EDUCATION POLICY

FERNDOWN MIDDLE SCHOOL



Policy to be reviewed by SSB Committee:	Curriculum & Community
Frequency:	3-yearly
Reviewed:	11/06/2014
Reviewed:	07/06/2017
Reviewed:	21/04/2021
Reviewed:	
Reviewed:	
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.

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Introductory Statement

This policy covers Ferndown Middle School's whole school approach to Relationships and Sex Education (RSE). We believe that Relationships education is vital for the personal, social and emotional development of our pupils. It equips children and young people with the information, skills and values they need to have safe, respectful and enjoyable relationships and empowers them to take responsibility for their sexual health and well-being.

Ferndown Middle School believes that all pupils have a right to holistic, inclusive and needs-led RSE. We believe that through providing high quality RSE, we are upholding the ethos and values of our school and its commitment to equality and celebration of difference.

This policy was produced in consultation with staff, the board of governors and the head teacher. We will ensure the policy is effectively communicated to staff and parents, including through publishing the policy on our school website.

The information below complies with our statutory obligations to deliver RSE under sections 34 & 35 of the Children and Social Work Act 2017. It will have due regard for the DfE's statutory Relationships Education, Relationships and Sex Education and Health Education Guidance and other relevant guidance. We will review the policy on a regular basis to ensure that it is in line with current Government guidance and legislation and to ensure that our RSE programme continues to meet the needs of our pupils.

The policy should be read in conjunction with other relevant policies:

- PSHCE policy
- Science curriculum policy
- Online safety policy
- Anti-bullying policy
- Child protection and safe guarding policy
- Behaviour policy

We believe that RSE is a key vehicle for promoting equality, inclusion and social justice. Our RSE is designed to promote gender equality through challenging gender stereotypes and sexism and sexual harassment in schools. We take these issues seriously and ensure that we embed content on gender equality throughout the curriculum.

We are also committed to an RSE that makes every pupil feel valued and included and is relevant to them. This means we are committed to an LGBT+ inclusive and SEND inclusive curriculum and are mindful of the SEND Code of Practice 2014 when planning for this subject. The SENCO will be consulted about the content of lessons for SEND pupils. We will also ensure that we take into account the religious and cultural background of all pupils when teaching RSE.

Inclusive RSE at Ferndown Middle School will seek to challenge all forms of discrimination and prejudice between pupils and promote understanding and respect as outlined under the Equality Act 2010.

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Definition of relationships and sex education at Ferndown Middle School

We define relationships education as learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships, family life and human reproduction.

At KS2 the focus is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults. At KS2 the pupils will be taught about puberty and the associated physical and emotional changes.

Many aspects of sex education are complimented by our curriculum for science where children learn about the main external body parts and changes to the human body as it grows from birth to old age, including puberty.

In the statutory Health Education curriculum children learn about puberty and menstruation.

We deliver content on menstruation to years 5 and 6 in order that girls can learn about menstruation in advance of them starting their first period. Boys will also be taught this content so they understand changes that happen to both sexes during puberty.

Our sex education programme builds upon the content already delivered through the Science and Health Education curriculum and is the foundation for helping children to stay safe and understand more about their sexual health and wellbeing.

We recognise that some parents may be uncomfortable with their children receiving sex education in KS2. However, in our experience, children will naturally ask questions about sex and their bodies, and be curious about where they come from. We believe that it is safer and better for children to receive age appropriate and medically accurate information from trained teachers rather than learn inaccurate and harmful information through peers or online.

We believe that sex education should allow children a safe space to ask the questions that they may have without shame or judgement. Evidence states that a graduated, age and developmentally appropriate curriculum is the best way of preventing the topic of sex, reproduction and private body parts becoming taboo or embarrassing.

At KS3, working in conjunction with the science department, the pupils will be taught about reproduction in humans, including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, including the effect of maternal lifestyle on the foetus through the placenta. Pupils cannot be removed from these lessons.

We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content. Simultaneously, we will seek to nurture children's curiosity about the world around them, supporting their development and their respect for themselves and each other.

We aim to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It will also cover developing intimate relationships and resisting pressure to have sex (and not applying pressure). It will teach what acceptable and unacceptable behaviour in relationships is.

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We take the approach that Relationships and Sex Education are best approached in an integrated way and using a gender equity and human rights framework. We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content. Simultaneously, we will seek to nurture children's curiosity about the world around them, supporting their development and their respect for themselves and each other.

To cover the curriculum content outlined in the RSHE Guidance, we will equip our pupils to build positive and respectful relationships online and offline. We seek to ensure that it gives pupils the knowledge, skills, attitudes and values that will help them to:

- realise their health (including sexual health), wellbeing and dignity
- build self-esteem and self-worth
- explore and value their personal and sexual identity and the personal/sexual identities of others
- understand family structures, committed relationships and the legal status of different types of long-term relationships
- understand and make sense of the real-life issues they are experiencing in the world around them
- manage and explore difficult feelings and emotions ☑ consider how their choices affect their own wellbeing and that of others
- develop as informed and responsible citizens
- understand and ensure the protection of their rights throughout their lives.

We believe that high quality, comprehensive RSE does not encourage early sexual experimentation but in fact builds young people's confidence and self-esteem and helps them understand the reasons for delaying sexual activity.

Evidence shows that effective RSE plays a role in behaviour change, including reducing unprotected or unwanted sex and reducing harmful behaviour, including sexual harassment and sexual violence.

Subject content

The curriculum programme is developed by the PSHCE Co-ordinator in conjunction with the views of teachers and the Governing Body. In Ferndown Middle School we will meet the learning objectives and content outlined in the Relationships Education, Relationships & Sex Education and Health Education Guidance. All content will be delivered in a timely way and will be age and developmentally appropriate to meet the needs of our pupils, including those pupils with SEND.

Our scheme of work is based on the JIGSAW programme. Details are below.

Key stage 2 Learning Intentions

Year 5 Relationships unit includes.

- Encouraging children to have an accurate picture of who they are as a person in terms of their characteristics and personal qualities.
- Knowing how to keep building their own self-esteem and that of others.
- Recognising how friendships change, know how to make new friends and how to manage when they fall out with friends.
- Knowing how to stand up for themselves and how to negotiate and compromise.

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- Understanding and explaining how to stay safe when using technology to communicate with their friends.
- Recognising and resisting pressures to use technology in ways that may be risky or cause harm to others.
- Recognising that there are rights and responsibilities when you are part of an online community.

The specific lessons in the **Changing Me** unit of work sit within six lessons which look at change and coping with change in lots of contexts, so changes as we grow up and enter puberty are seen as one sort of change that we can all cope with.

- To be aware of their own self-image and how their body image fits into this.
- Explaining how a girl's body changes during puberty and the importance of looking after yourself physically and emotionally
- Understanding that puberty is a natural process that happens to everybody and that it will OK for them.
- Describing how boys' and girls' bodies change during puberty.
- Expressing how they feel about the changes that will happen to them during puberty.
- Identifying what they are looking forward to about becoming a teenager and understanding this brings growing responsibilities.
- Being confident that they can cope with the changes that growing up will bring.

Year 6 Relationships unit includes

- Identifying the most significant people in their lives so far.
- Understanding how it feels to have people in my life who are special to me.
- Knowing some of the feelings we can have when someone dies or leaves.
- The ability to use some strategies to manage feelings associated with loss and help other people to do so.
- Understanding there are different stages of grief and that there are different types of loss for people to grieve.
- Recognising when they feel emotions of loss and have strategies to manage them.
- Taking care of their mental health and understanding that getting mental health problems is nothing to be ashamed of.
- Recognising when people are trying to gain power or control.
- Demonstrating ways they could stand up for themselves and their friends in situations where others are trying to gain control or power.
- Understanding how technology can be used to try to gain power or control.
- Take responsibility for their own safety and well-being.

The Changing Me unit includes:

- Being aware of their own self-image and how their body image fits into that.
- Knowing how to develop their own self esteem.
- Explaining how boys' and girls' bodies change during puberty.

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- Expressing how they feel about the changes that will happen during puberty.
- Understanding the importance of looking after yourself physically and emotionally during puberty.
- Being able to ask the questions they need answered about changes during puberty.
- Reflecting on how they feel about asking questions about changes during puberty and about the answers they receive.
- Understanding that sexual intercourse can lead to conception and that this is how babies are usually made.
- Understanding that sometimes people need IVF to help them have a baby.
- Recognising how they feel when they reflect on the development and birth of a baby.
- Describing how a baby develops from conception through pregnancy, and how it is born.
- To understand how being physically attracted to someone changes the nature of the relationship.
- Understanding how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean.
- Understanding that there is no need to feel pressurised into having a boyfriend/girlfriend.
- Expressing how they feel about the growing independence of becoming a teenager.
- Feeling confident they can cope with becoming a teenager.
- Knowing how to prepare themselves emotionally for changes. (e.g. moving to KS3)

It is a **statutory requirement to teach aspects of RSE included in the science curriculum**. This includes at Key Stage 2.

- That life processes common to humans and other animals include nutrition, growth and reproduction.
- Describe the changes as humans develop to old age.

Key Stage 3 Learning intentions

Year 7 Relationships unit includes

- Identifying characteristics and benefits of positive, strong, supportive relationships.
- Understand what expectations might be associated with a romantic/attraction relationship
- Understand what is meant by consent.
- Understand why respect for the other person's wishes is important in relationships.
- Identifying supportive relationships in their life and the characteristics associated with these.
- Knowing that relationships change and suggest ways to manage this.
- Recognising that feelings and emotions change regularly.
- Identifying why people fall out and the emotions associated with this.
- Suggesting ways to manage conflict within a friendship group.
- Understanding discernment is an important skill when being a consumer of media and in relationships.
- Recognising when to use assertiveness in relationships.
- Suggesting skills which will keep relationships happy and healthy.
- Understanding the personal and legal consequences of sexting.

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- Understanding what is meant by consent.
- Summarising behaviours and attitudes that can make a relationship healthy or unhealthy.
- Explaining their understanding of respect and authenticity.

Year 7 Changing Me unit includes

- Understanding the changes that happen during puberty and where to get help if worried about puberty or abuse.
- Knowing how a baby is conceived naturally and knowing that there are other ways a baby can be conceived e.g. IVF
- Understanding how a baby develops inside a uterus and is born
- Appreciating that with a baby comes responsibilities.
- Expressing the different feelings and choices that people may have and make about conception, pregnancy and having a baby.
- Knowing there are different types of committed stable relationships and that some people may choose not to have children.
- Making links between positive, healthy family relationships and effective parenting.
- Identifying the roles and responsibilities of being a parent.
- Knowing that the media can have an impact on a person's self-esteem and body image.
- Applying strategies to build self-esteem.
- Knowing some changes in the brain during puberty.
- Understanding some of the emotional changes during puberty.
- Knowing how to support themselves and others during times of change; as well as knowing where to access support if they are worried about adolescence.

Year 8 Relationships unit includes

- Understanding that relationships affect everything we do in our lives and that relationship skills have to be learned and practised.
- Understanding and managing social media and how it makes a person feel about themselves.
- Understanding relationships can cause strong feelings and emotions.
- Knowing the features of positive and stable relationships.
- Understanding all relationships have positive and less positive aspects.
- Defining personal space and how this varies across both online and offline relationships.
- Discussing how personal space differs with different cultures.
- Knowing some etiquette and manners in relation to privacy both online and offline.
- Knowing some steps that can be taken if personal space and/or privacy are threatened.
- Knowing what control, power and coercion in a relationship means.
- Knowing what a good relationship looks like.
- Understanding how to use social media appropriately, safely and legally.
- Giving examples of how personal safety can be compromised online.
- Knowing what to do if a person is worried about online or offline safety.

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Year 8 Changing Me unit includes

- Knowing about the different types of close, intimate relationships people can have and that these do not have to include sex.
- Knowing what happens physically and emotionally when individuals experience attraction.
- Knowing the positive behaviours people exhibit in healthy intimate relationships.
- Knowing how to discuss the positive aspects of a range of personal relationships that adults may have and the possible impact on children.
- Understanding the positive aspects of having a girlfriend/boyfriend.
- Identifying the characteristics you would seek in a boyfriend/girlfriend.
- Describing the behaviours you would expect in a healthy romantic relationship.
- Understanding the feelings associated with attraction.
- Knowing where to get information to safely explore information about sexuality.
- Knowing that pornographic images do not reflect reality and that it can impact expectations and self-image.
- Knowing what the law says in relation alcohol and sex.
- Knowing the risks associated with drinking too much alcohol.

It is a **statutory requirement to teach aspects of RSE included in the science curriculum**. This includes at Key Stage 3: 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.

Subject Delivery

RSE will be delivered in Ferndown Middle School as part of our Personal, Social, Health and Economic (PSHE) education curriculum, which has planned, timetabled lessons across all key stages, using a spiral curriculum approach. Online safety will also be taught in computing lessons.

The PSHCE coordinator will work closely with colleagues in related curriculum areas (science, computing, PE and citizenship) to ensure a holistic and joined up approach to what is taught in RSE.

We also supplement learning through using a whole school approach and utilising time outside of the classroom, such as through drama, provided by external agencies. RSE will address aspects of relationships and sex in an integrated way within a single topic.

We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content. We also use external agencies where appropriate to deliver aspects of Relationships and Sex Education (see section below). The programme will be delivered in a non-judgemental, factual way, using the correct medical terms where appropriate (for example when teaching about external body parts). School staff will not express or be expected to express their personal views or beliefs when teaching RSE.

All staff who have responsibility for delivering RSE will undergo training on a regular basis to ensure they are up-to-date with the RSE policy and curriculum requirements regarding RSE. In addition to ongoing training, CPD will also be scheduled in response to updates to our RSE scheme of work and any new development in terms of course content.

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Monitoring

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 pupil need.

This policy will be reviewed by the school's leadership team in conjunction with the PSHCE coordinator and Governors on a regular basis. If changes are needed, members of staff, parents/carers and pupils will be consulted and any subsequent changes made clearly communicated.

Pupil Assessment

Ferndown Middle School uses a range of assessment methods to get regular feedback on pupil progress in RSE. We also use pupil assessment to identify where pupils need extra support or intervention. Lessons are planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Assessment methods used include written work and class discussion as well as pre and post unit evaluation (KS3).

Answering Pupil 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/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.

Working with parents/carers

We believe that the successful teaching of RSE involves parents/ carers and schools working together. We also believe that parents/ carers can play an important role in the RSE of their children through exploring discussions at home that have taken place in school.

We work with parents/carers to ensure that they are aware of what we teach and when through the following methods: curriculum for RSE is available on the website, weekly ParentMail to highlight when visitors are going to address RSE issues, letters home before teaching RSE and the opportunity to watch any material that the school intends to use. Teachers are always available to discuss concerns either on the phone, by e-mail or face to face.

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Parental Right to Request their child be excused from sex education.

As outlined within the Statutory Guidance, parents/carers have the right to request their child be withdrawn from all or part of sex education lessons that are delivered as part of RSE. Parents/carers do not have a right to withdraw their child from Relationships Education. Parents/carers do not have the right to withdraw their child from any sex education delivered as part of the Science curriculum.

Parents do not have the right to withdraw their child from Health Education.

Although parents/carers have the right to request to withdraw their child from any or all of sex education as part of Relationships Education, it is our aim to encourage parents to see the value of RSE learning and its contribution to keeping children safe, developing their emotional, social and physical wellbeing and for promoting equality and social justice. Should a parent decide that they do not wish their child to take part in any of these lessons, we would ask that they first speak to the head teacher to discuss their concerns. The head teacher will discuss the request with the parent/carer to fully understand and address any concerns/objections to the content of the curriculum.

If parents/carers do decide to withdraw their child, they should inform the head teacher in writing and the school will keep a record of this. We will remind parents annually that the request to withdraw is still in place and invite them to confirm whether they still want it.

Working with Visitors and External Agencies

From time-to-time Ferndown Middle School may invite external experts and visitors to deliver parts of our RSE scheme of work. External visitors will be selected in order to enrich and supplement our RSE by bringing particular skills, methods and expertise to the classroom and the whole school. External visitors may include nurses or police officers, as well as drama groups. A teacher will always be present throughout these lessons so as to build on the pupil's learning after the session/s as well as answer any questions the pupils may subsequently have. Any external visitor will be expected to comply with this policy and other related policies, including the school's confidentiality and child protection policy.

We will also ensure that:

- There is appropriate planning, preparatory and follow up work for the session.
- The visitor understands the cohort of children involved, including the different ability levels and diversities in identities across protected characteristics. They will also be made aware of any specific issues relating to child protection.

Safeguarding and Child Protection

Ferndown Middle School acknowledges that RSE is crucial for creating a culture of safeguarding within the school and for meeting our statutory obligations as outlined in [Keeping Children Safe in Education](#).

RSE helps children to understand the difference between healthy and abusive relationships and to understand how to get help if they are experiencing abuse, or have experienced, abuse.

We recognise that when discussing some of the issues RSE covers, some pupils could disclose abuse or other harmful experiences. In cases of a disclosure, all staff have statutory training around child protection and will follow the schools safeguarding policy and procedures.

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We also recognise that some children may be vulnerable to some of the content delivered in RSE due to a previous safeguarding concern, ongoing concerns or changes to their personal life. For those children, additional support will be given to prevent them being affected by the scenarios or topics in their planned lessons. **It is essential the teacher directly delivering the RSE content seeks advice from the safeguarding team prior to teaching the lesson.**

While Ferndown Middle School wants to create a learning space that feels safe for children and young people to disclose, we also want to protect children's privacy.

At Ferndown Middle School we do this by using a number of teaching techniques including the use of a working agreement, where rights respecting ground rules are created with pupils on what makes a safe and welcoming environment for all.

Once ground rules have been set, we will check they are in place throughout the scheme of work and actively referred to. Through the use of ground rules and other approaches, such as distancing techniques, we believe the school can create a supportive environment for discussions that can be sensitive or difficult.

Statement by the Governing Body

In adopting this policy, the Governing Body recognises its responsibility for ensuring the policy is implemented effectively, including that the subjects are resourced, staffed and timetabled in a way that ensures that the school fulfils its legal obligations.