

Cranborne Middle School
Relationship and Sex Education (RSE) Policy
February 2017

Name of school	Cranborne Middle School
Date of policy	February 2017
Member of staff responsible	Mrs Liz Taylor

Introduction

We believe RSE (Relationship and Sex Education) is an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life. Effective RSE can foster self-esteem, encourage personal and social development, as well as self-awareness, and a sense of moral responsibility. Additionally, it can give students the confidence and ability to make responsible and informed decisions about health and well-being. Crucially, it can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain healthy relationships.

RSE is relevant and appropriate to the lives of young people, regardless of their family background or sexuality. The positive qualities of relationships such as trust, honesty and commitment, should be stressed rather than the promotion of one form of sexual relationship or sexual orientation.

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. It is important to note that RSE at our school sits within the school's values framework and that we consider it vital to do this work in partnership with parents and carers.

We are mindful that parents/carers do have the legal right to withdraw their children from the RSE that is part of the PSHE Programme, whilst we hope they do not feel the need to do so.

Statutory requirements

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The DfE specified as part of its National Curriculum guidance that:

“PSHE remains an important and necessary part of all pupils’ education. We believe that all schools should teach PSHE, drawing on good practice, and have outlined this expectation in the introduction to the new National Curriculum” (Written Ministerial Statement: Review of Personal, Social, Health and Economic education, March 2013).

All maintained secondary schools must provide sex and relationship education as part of the basic curriculum, and must meet the requirements of National Curriculum Science. Governing bodies and head teachers of maintained primary schools must decide whether sex and relationship education, beyond that set out in National Curriculum Science, should be included in the school's curriculum, and if so what it should consist of and how it should be organised.

The Department for Education (DFE)'s popular questions website provides the following information on the current position relating to sex and relationship education (SRE) in schools (Updated 9th October 2014):

Sex and relationship education

- Sex and relationship education (SRE) is compulsory from age 11 onwards. It involves teaching children about reproduction, sexuality and sexual health. It doesn't promote early sexual activity or any particular sexual orientation.
- Some parts of sex and relationship education are compulsory - these are part of the national curriculum for science. Parents can withdraw their children from all other parts of sex and relationship education if they want.
- All schools must have a written policy on sex education, which they must make available to parents for free.
- The Government's Education White Paper, *The Importance of Teaching*, published in November 2010, stated:
"Children need high-quality sex and relationships education so they can make wise and informed choices".

Government guidelines also refer to the significance of marriage and stable relationships as key building blocks of community and society.

This RSE policy and our programme of relationship and sex education (RSE) in PSHCE is informed by existing DfE guidance on **Sex and Relationships Education** (Sex and Relationship Education Guidance, July 2000), **SRE supplementary guidance** (Sex Education Forum/ Brook/ PSHE Association, March 2014)), **safeguarding** (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013) and **equality** (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised February 2013). Programmes of study produced by the PSHE Association, which has government backing, have also played an important part in devising RSE schemes of work.

Links to these documents:

<http://www.education.gov.uk/aboutdfe/statutory/g00214676/sex-and-relationships-education-guidance>

<http://www.pshe-association.org.uk/uploads/media/17/7910.pdf>

http://www.education.gov.uk/schools/guidanceandadvice?f_category=Safeguarding&page=1

<http://www.education.gov.uk/aboutdfe/advice/f00215460/equality-act-2010-departmental-advice>

Curriculum

Teachers of PSHCE will be primarily be responsible for the teaching of relationship and sex education, although the science department and the use of outside speakers, such as the school nurse, may 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 RSE; all those contributing to the programme are expected to work within the framework provided.

The PSHCE Subject Leader will provide clear guidelines for teaching RSE which staff will follow, making appropriate adaptations where necessary.

Curriculum

The majority of RSE learning takes place within PSHCE but the values and many of the skills behind this learning have an important cross-curricular involvement. Within PSHCE the following key learning intentions underpin the main units where RSE takes place:

Key stage 2

Learning Intentions/outcomes

Year 5

The **Relationships** unit includes:

- To 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.
- To 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.
- 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.
- 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.

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 be 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

The **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.
- Able 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.
- Recognise when they feel emotions of loss and have strategies to manage them.
- Recognising when people are trying to gain power or control.
- Demonstrate 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.
- 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.
- 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 starting Key Stage 3.

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.
- About the main stages of the human life cycle.

Key stage 3

Learning Intentions/outcomes

Year 7

Aspects of SRE contained within the **Risk** unit;

- To be aware of ways of recognising risk and minimising harm.
- To understand risk within the context of personal safety.
- Recognising peer pressure and reacting appropriately to it.

- Reflecting on their actions and identifying lessons to be learnt from them.
- Balancing their expectations with the expectations of others.
- Standing up for what they think is right.

The **Health Matters** unit includes:

- Knowing how the media portrays young people, body image and health issues and that identity is affected by a range of factors, including the media and a positive self-esteem.
- Identifying the factors that influence their choices about a healthy lifestyle.
- Understanding that health can be affected by emotions and knowing a range of ways to keep themselves healthy.
- Recognising their personal strengths and how this affects their self-confidence and self-esteem.
- Understanding that during adolescence there will be physical and emotional changes.
- Understanding how to manage puberty in a positive way.

Year 8

(Year 8 will also discuss different aspects of **risk** through a tutor based unit of work)

Within the **Being Me** unit of work:

- Identifying what is important to them and what they expect from themselves, taking into account beliefs and expectations.
- Recognise, clarify and if necessary challenge their own core values and how their values influence their choices.

In the **RSE** unit:

(Underpinning this unit is the belief that allowing thought and discussion in a safe environment now, should hopefully lead to better informed choices in the future.)

- The features of positive and stable relationships (including trust, mutual respect, honesty) and those of unhealthy relationships.
- To reflect on what qualities they might look for in their different relationships.
- To understand the importance of friendship and begin to consider love and sexual relationships in this context.
- To appreciate that relationships can cause strong feelings and emotions (including sexual relationships).
- Reflecting on ways of minimising risk and dealing with pressure in relationships.
- Differentiating between media portrayal of relationships and those in real life.
- Appreciating the power of assertive communication.
- To acknowledge the right not to have intimate relationships until ready, including the benefits of delaying sex.
- That consent is freely given and that being pressurised, persuaded or coerced to agree to something is not consent.
- To know what laws exist to protect their right to withhold their consent (including the legal age of consent for sexual activity).

- The choices and risks related to unprotected sex e.g. pregnancy.
- To recognise the portrayal and impact of sex in the media and social media (which might include music videos, advertising, “sexting”).
- Have a greater understanding of the practical, physical and emotional realities of parenting.

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.

Withdrawal from SRE lessons

Parents/carers have the right to withdraw their children from all or part of the Sex and Relationships Education provided at school except for those parts included in statutory National Curriculum Science. Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or Subject Leader who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed.

Assessment

Key Stage 2:

At Key Stage 2, teachers will assess the learning of pupils through talk and observation, as well as by considering written response and reflections. Each pupil will evaluate how far he/she met the learning guidelines at the end of a unit of work.

Key Stage 3

As at Key Stage 2, teachers will assess the learning of pupils through talk and observation, as well as by considering written response and reflections. On some units, pupils will evaluate how far he/she met the learning guidelines.

Inclusion and differentiation

Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Teachers will need, as always, to tailor each unit to meet the needs of the children in their classes. Teachers must take into account the differing genders, disabilities, cultures, ethnicities, religion, beliefs and life experiences of the children they are educating. At Key Stage 2, to further help teachers differentiate for children in their classes with special educational needs, each unit of work includes a P-level grid with suggested activities for children working at each of those levels.

Involving Parents and Carers

The school will inform parents in advance of any RSE work being taught, offering all parents the opportunity to come in and preview any resources and material which will be used. The RSE policy will be available to read and the staff will always be on hand to answer any concerns a parent or carer may have; a detailed copy of the scheme of work will also be available.

Monitoring and evaluation

The PSHE co-ordinator will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience

External contributors

External contributors from the community, e.g. health promotion specialists, school nurses, and community police, can make a valuable contribution to the RSE programme. Their input should be carefully planned and monitored so as to fit into and complement the programme.

Teachers MUST always be present during these sessions and remain responsible for the delivery of the PSHE programme.

Answering Difficult Questions and Sensitive Issues

The school believes that that students should have the 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 pupils and by taking an approach that encourages pupils to be mature and sensible. If a question is too explicit or inappropriate to answer in class at that moment, teachers will acknowledge it and attend to it later, if appropriate, with the student who asked it. If a question is too personal, teachers will remind pupils 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.

Staff members are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Our school believes that RSE should meet the needs of all pupils, answer appropriate questions and offer support. In units of work that cover RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school will liaise with parents/carers on this issue to reassure them of the content and context at the parents'/carers' information meetings.

Confidentiality and Safeguarding

School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. This should be done in the initial ground rules lesson which all PSHCE teachers are required to do. Child protection procedures must be followed immediately when any disclosures of abuse or potential abuse are made; the child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported throughout the process.

It is very rare for a pupil 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

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

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.

Withdrawal from RSE lessons

Parents/carers have the right to withdraw their children from all or part of the Sex and Relationships Education provided at school except for those parts included in statutory National Curriculum Science. Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or Subject Leader who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed.

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 SSCT (Safe Schools and Community Team) will reinforce this message by delivering workshops to our pupils.

Pupil Consultation:

Pupils will be able to reflect on their learning and be given the chance to express their views on topics and issues that they consider should be included in any RSE scheme of work. Subject Leader will take these views into account, where appropriate, when updating and devising schemes of work and reviewing the SRE policy.

Links to other policies and curriculum areas

We recognise the clear link between RSE and the following policies and staff are aware of the need to refer to these policies when appropriate.

- Science curriculum
- Teaching and Learning Policy
- Equal Opportunities Policy
- Child Protection Policy
- Health and Safety
- Confidentiality
- Pastoral Support
- PSHCE Policy

- School Visits
- Anti-Bullying Policy
- ICT Policy

Dissemination

This policy is available on our school website where it can be accessed by the community. Training is regularly delivered to staff on the policy content. Copies are available from the school office on request from parents/carers.

Policy Review

This policy is reviewed every two years, or sooner if there are significant changes made.

	Signed Head teacher	Signed Chair of Governors
Date of review: February 2017		
Date of next review: February 2019		