



Wellfield Middle School
Sex and Relationships Policy

Date ratified	Nov 2018
Review date	Summer 2020
Signed (Chair of Governors)	

Rationale

We have based our school's Sex and Relationship education policy on the DfE guidance document Sex and Relationship Education Guidance (ref DfE 0116/2000). In this document, sex and relationship education is defined as 'learning about physical, moral and emotional development' and is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health.

Sex and Relationship Education is part of personal, social and health education. It focuses on relationships, equality, friendships, family life, marriage, communication, safety, respect, trust and caring for others. Details about life cycles and reproduction are included in our Sex and Relationship Education and are generally addressed in the Science curriculum.

Sex and Relationship Education (SRE) contributes to Social, Moral, Spiritual and Cultural development, providing an open and safe environment for children to learn about positive relationships, to value and respect themselves and others and to make responsible and reasoned choices.

Aims and Objectives

We aim to:

Nurture a responsible attitude towards personal relationships and friendships including aspects of mutual respect, trust and care.

- Develop sensitivity towards the needs of others.
- Learn about the importance of family life.
- Learn about the physical development of their bodies as they grow into adults.
- Provide knowledge about life cycles of living things including humans.
- Encourage exploration of values and moral issues taking into account physical and moral risks associated with certain behaviour.
- Educate against discrimination and prejudice.
- Empower children to make informed choices about their safety and wellbeing and to recognise their responsibility for their actions.
- Let students explore their own and others attitudes.
- Develop the skills that enable informed healthy living.

Context

We teach Relationship and Sex Education in the context of the school's aims and values. In particular, we teach Sex and Relationship Education in the belief that: it should be taught in the context of marriage and family life; it is part of a wider social, personal, spiritual and moral education process; children should be taught to have respect for their own bodies; children should learn about their responsibilities to others, and be aware of the consequences of their actions; it is important to build positive relationships with others, involving trust and respect.

Organisation and Approach

Sex and Relationship Education is taught throughout the school from year 5 to 8, with particular reference to caring for our bodies and developing positive relationships. Sex and Relationship Education is taught within Be Spirited lessons (PSHE) curriculum, and as a part of the science curriculum. During SRE lessons children are invited to ask further questions and to discuss issues with their teacher and support staff. Staff will answer student's questions in an open, factual and

appropriate way but will not enter into discussions about personal issues. Governors and staff are agreed that staff will answer questions as long as they are age appropriate. Staff will also encourage the children to discuss questions with their parents/carers.

Inclusion/Difference and Diversity

SRE will meet the needs of all students, including those with special educational needs. We work in partnership with the LA, Inclusion Manager and parents to ensure that all students experience a quality SRE programme. We will also consult with students and parents/carers who may have different needs due to religious or cultural beliefs.

Wellfield Middle School is committed to teaching the children to respect themselves and others regardless of difference in religion, culture or sexuality.

Safeguarding

SRE plays a very important part in fulfilling the statutory duties all schools have to meet. SRE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38). Updated government safeguarding guidance is now available. (Keeping Children Safe in Education, 2018)

School safeguarding procedures must be followed when any disclosures about abuse are made. Child Protection Officers are Mrs Susan Winter, Mrs Caroline Kemp, Mrs Jenny Hawkrigde, Miss Hayley McElderry and Mrs Susan Pattinson.

A whole school approach

We believe that sex education is not something that can be delivered simply in a series of lessons but that it involves help, support and reinforcement from all staff both academic and pastoral, teaching and non teaching. It also involves contact with parents and carers and input from other professionals. The school will work together as a team to ensure that all pupils receive appropriate sex education.

Content

The following information draws on the DfE and other guidance on SRE and also reflects elements of the non-statutory framework for PSHE and Citizenship. Because of the personal and social nature of the topics covered in SRE, values and attitudes are a central part of learning and moral development. Within all teaching of SRE resources will

- Be age appropriate
- Avoid racism, sexism and any stereotyping
- Include positive images of a range of young people
- Encourage active and participatory learning methods

In Key Stage 2 (Years 5 and 6) pupils will be encouraged to:

- Express their opinions about relationships and bullying
- Listen to and support others
- Respect other pupils viewpoints and beliefs
- Recognise their value and identify positive things about themselves
- Recognise how their body works and be prepared for puberty
- Understand that their actions have consequences and be able to anticipate the results of them.
- Understand the different forms of bullying and feelings of both bullies and victims

- Develop their awareness of different types of partnerships and relationships
- Begin to understand gender stereotypes and homophobia
- Begin to understand about conception, how babies develop and are born and what babies need for a healthy life.
- Knowing about how people can get diseases from sex and how they can be prevented
- Identify adults they can talk to if they want help or advice and information about growing up and personal safety including online

Pupils in Key Stage Two will receive specific lessons from staff around issues of puberty and sexual development. This will be done in a sensitive and professional way. Parents/carers will be informed before the school nurse talks should a parent wish to have their child withdrawn from this session. A teacher will also be present to enable them to carry out follow up work and answer any questions.

In Key Stage 3 (Years 7 and 8) pupils will:

- Develop their understanding of rights and responsibilities, for themselves and others
- Understand that they need to commit to their own safety and wellbeing
- Develop their understanding of the value of family life, marriage and of loving and stable relationships in bringing up children
- Understand the need to accept diversity
- Understand that violence and coercion in relationships are unacceptable
- Develop their knowledge of puberty including hormones, the menstrual cycle, wet dreams, erections, fertility, pregnancy- how it can be avoided and safer sex.
- Identify how prejudice operates and be able to play a part in stopping prejudice based on gender identity and sexual orientation.
- Have opportunity to ask questions about relationships, when is the right time to have sex, how to avoid pressure, and here they can get more information if they need it including the best websites.

Pupils in Key Stage Three will receive specific lessons again from the school nurse team on contraception and STDs. These lessons will be delivered to boys and girls separately.

In addition to this the school nurse will provide a confidential drop in facility in school and this will be advertised to pupils. The school will monitor how much use is made of this facility.

The role of parents/carers

Wellfield Middle school is well aware that the primary role in children's Sex and relationship Education lies with parents and carers. We wish to build a positive and supporting relationship with the parents/carers of children at our school through mutual understanding, trust and co-operation. In promoting this objective we answer any questions that parents/carers may have about the Sex and Relationship education of their child. Parents/carers have been consulted and will be involved in any review of the policy. We also take seriously any issue that parents raise with teachers or governors about our policy or the arrangements for Sex and Relationship education in the school.

We believe that, through the exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

The role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Primary Care Trust, such as the school nurse and other health professionals, give us valuable support with our Sex and Relationship education programme. Other people that we call on include social workers and youth workers. All sessions will be jointly planned with the classroom teacher or the SRE Lead and visitors will follow school policies. All information given to pupils must be age appropriate.

Confidentiality

Teachers conduct Sex and Relationship education lessons in a sensitive manner and in confidence. It is the responsibility of the classroom teacher to create a safe environment through ground rules and distancing techniques. However, if a child causes the teacher reason for concern, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of a child protection officer. The child protection officer will then deal with the matter in consultation with health care professionals.

The role of the Headteacher/PSHE Co-ordinator

It is the responsibility of the Headteacher or SRE Lead to ensure that both staff and parents are informed about our Sex and Relationship education policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The Headteacher or SRE Lead liaises with external agencies regarding the school Sex and Relationship education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

The Headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

Assessment/Evaluation

Varying forms of assessment are used such as peer, self, reflective, observational and teaching. Assessment is used to identify what learners already know and what areas need to be developed further.

Monitoring and review

The governor with responsibility for Be Spirited and SRE monitors our policy on a bi-annual basis. They then report their findings and recommendations to the full governing body, as necessary, if the policy needs modification. The governing body gives serious consideration to any comments from parents about the SRE programmes and makes a record of all such comments.

Links to other policies/Guidance:

Safeguarding, Child-protection, Confidentiality, Equalities.

Member of staff responsible: Mrs Susan Winter