Wellfield Middle School

Relationship and Sex Policy

Draft

Date ratified	
Review date	
Signed (Chair of Governors)	

Rationale

We have developed this Relationship and Sex Policy in light of the statutory guidance, "Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)", which outlines what schools *must* cover from Summer 2021 and details the content to be taught by the end of Key Stage 2 and Key Stage 3. Consideration was also given to other guidance documents, including:

- Keeping Children Safe in Education (statutory guidance)
- PSHE Association's Supplementary SRE Guidance
- Respectful School Communities: Self Review and Signposting Tool

The Policy was developed following consultation, including surveys and questionnaires, with key stakeholders, including Governors and parents. We believe that working in partnership with parents and carers as well as the wider community, including health and education professionals, is important in the teaching of Relationship and Sex Education.

In this Policy, Relationship and Sex Education is defined as ‘learning about physical, moral and emotional development’. Relationship and Sex Education is part of Personal, Social and Health Education (PSHE). It focuses on relationships, equality, friendships, family life, marriage, communication, safety, respect, trust, responsibility and caring for others. It is about understanding the importance of stable, enjoyable and loving relationships, respect and care for family life. It is also about the teaching of sex, sexuality, reproduction and sexual health.

Relationship and Sex Education (RSE) contributes to Social, Moral, Spiritual and Cultural development (SMSC), 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.

RSE is not about the promotion of sexual activity.

Aims and Objectives

We believe that RSE forms a vital part of lifelong learning. RSE should equip learners with positive attitudes, beliefs and skills for life. We believe that RSE is an entitlement for all young people and work to ensure it meets the needs of all learners, including those with Special Educational Needs and Disabilities.

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 and how everybody’s structure is unique
- Encourage exploration of values and moral issues, taking into account physical and moral risks associated with certain behaviour.
- Educate against discrimination and prejudice.
- Empower learners to make informed choices about their safety and wellbeing and to recognise responsibility for their actions.
- Enable learners to explore their own and others' attitudes.
- Learn about the physical development of their bodies as they grow into adults.
- Develop the skills that enable informed healthy living.

- Foster gender equality and LGBTQ+ equality.
- Enable learners to make sense of misinformation in the media and from peers.
- Promote the skills necessary for effective communication and loving, caring, respectful and happy relationships.
- Provide an age appropriate response to children's needs in an ever-changing society.

Context - Why teach RSE in schools?

We teach RSE in the context of the school's aims and values of WE CARE. In particular, we teach RSE in the belief that: 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

RSE is taught throughout the school from year 5 to 8, with particular reference to caring for our bodies and developing positive relationships. RSE is taught within the Personal, Social, Health Education curriculum (PSHE), and as a part of the science curriculum. During RSE 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 age appropriate way. Staff will also encourage the children to discuss questions with their parents/carers.

Inclusion/Difference and Diversity

RSE will meet the needs of all students, including those with special educational needs. We work in partnership with the Local Authority, Inclusion Manager and parents/carers to ensure that all students experience a quality RSE programme.

The School is committed to teaching students of all beliefs/religions/cultures/sexualities to respect themselves and others.

Safeguarding

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

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 Hawkridge and Mrs Susan Pattinson. Visitors to school, including those supporting in the delivery of RSE, will provide details in line with the school's visitor protocol.

CPOMS is used to monitor any issues and information shared appropriately.

A whole school approach

We believe that Relationship and 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 community will endeavour to work together as a team to ensure that all pupils receive appropriate RSE.

Content

The following information draws on the DfE and other guidance on RSE, namely the PSHE Association guidance and North Tyneside Local Authority guidance.

Because of the personal and social nature of the topics covered in RSE, values and attitudes are a central part of learning and moral development. Within all teaching of RSE 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
- Begin to understand about conception, how babies develop and are born and what babies need for a healthy life.
- 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. The delivery of this will be undertaken in a sensitive and professional way, by a member of teaching staff. Parents/carers will be informed before the sessions (see 'Right to Withdraw' section).

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, accept and appreciate diversity
- Understand that control, coercion and violence in relationships are unacceptable
- Develop their knowledge of puberty including hormones, the menstrual cycle, wet dreams, fertility, pregnancy - how it can be avoided, including safer sex.
- Identify how prejudice operates and be able to play a part in stopping prejudice based on gender identity and sexual orientation.
- Have the opportunity to ask questions about relationships, when the right time to have sex is, how to deal with pressure, and where to get more information if they need it, including appropriate websites.

Our RSE policy is embedded in our PSHE curriculum, as outlined below. Some aspects are taught across our science curriculum.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	What makes a community? - What it means to be in a community - Our school community - How can I help in my local community? - Values and customs of people living around the world *British Values: Democracy, Mutual Respect and Tolerance*	What does discrimination mean? - Actions can affect self and others - Discrimination (study of racism), teasing and bullying; Stereotypes - Differences and similarities between people *British Values: Tolerance and Mutual Respect; Rule of Law*	Managing money - About the role of money - Ways of managing money - Images of money in the media: Instagram vs reality	Healthy Choices - What makes a balanced lifestyle; making choices - Balanced diet - Exercise - Work vs play	Healthy Choices - What is meant by a habit - Drugs common to everyday life - Who helps us to stay healthy and safe - the emergency services	RSE - Building good relationships - Commitment - Keeping safe in relationships - Puberty for boys and girls - Puberty and hygiene - Difference and diversity *(Operation Encompass)* *British Values: Mutual Respect and Tolerance*
Year 6	What are human rights? - - Why and how laws are made - Taking part in making and changing rules - The importance of human rights; rights of the Child - Confidentiality and when to break a confidence *British Values: Individual Liberty and the Rule of Law*	Managing risk - How do we stay safe in school? In the community? - Increased independence and responsibility - Strategies for managing risk and keeping safe - Different influences - Resisting unhelpful pressure - Personal safety; including managing requests for images	Managing risk - How anti-social behaviours affect wellbeing - How to handle anti-social or aggressive behaviours - How the law protects us from these behaviours *British Values: The Rule of Law*	Mental Health - Identifying and talking about feelings -Understanding how feelings affect behaviours *(Operation Encompass)*	Mental Health -Strategies to manage feelings -The link between mental and physical health	RSE - Building good relationships, our rights - Puberty and reproduction - Conception and pregnancy - Being Safe, Alright Charlie - Changes - transition, loss, bereavement, divorce - Making sense of relationships

Year 7	Living in the Wider World 1 - Aspirations and goals. My hopes for the future - Importance of self-esteem - The difference between what we want and need - Stereotypes - Media Users and an introduction to e-safety - Ethical Consumers *British Values: Individual Liberty*	Living in the Wider World 2 - What is budgeting and creating a personal budget - Savings, loans and interest - Financial products and financial transactions; what is affordable for me? Responsibility	Relationships, Identity and Safety - What makes a family? Celebration of differences - Romance, love and new feelings: the teen relationship	Relationships, Identity and Safety - Bullying or Banter: what is acceptable? - How can we keep safe and positive relationships? (including online)	Healthy Living and Responsibility - What is a healthy lifestyle? - Balanced diet - Reading food labels - Consequences of not having a healthy lifestyle - Energy drinks - Exercise - Drugs - Smoking	Puberty, Emotional Health and Wellbeing - Good mental health - How can I control anger? - Puberty and growing up: we are all normal - *British Values: Acceptance and Mutual Respect* - Periods
Year 8	My Goals, Emotions and Behaviour - Self confidence and short-term/long-term target setting - Self-awareness - Behaviour to achieve - Mindfulness	Prejudice, Values, Extremism - *British Values: Tolerance* - What is radicalism? - Preventing radicalisation - Discrimination - *British Values: The Rule of Law*	Careers and Finance - Income and expenditure - Tax and National Insurance - How tax is spent - Saving - Careers: entrepenuriship	Sex, Relationships and Conflict - Consent - Contraception - Image share danger; sexting - STIs - Male body image - Domestic Conflict *(Operation Encompass)*	Looking after our Health - Addiction - Cancer Awareness - First Aid - Personal Safety - Teenage Pregnancy	Discrimination, Prejudice and Challenges - *British Values: Tolerance and Rule of Law* - Stereotypes: disability - Homophobia - Discrimination:

The role of parents/carers

The school is aware that the primary role in children's RSE 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 RSE. Parents/carers will be involved in review of this policy. We also take seriously any issue that parents raise with teachers or governors about the Policy or the arrangements for RSE 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.

Right to Withdraw

Parents and carers have a right to withdraw their children from RSE, excepting from the statutory aspects of the national curriculum. Regulations from the Department for Education (DfE) state that from Summer 2021, all schools must teach Relationships Education (KS2) and Relationships and Sex Education as part of their PSHE curriculum.

Sex education elements taught through the PSHE curriculum however, which are not within the Science curriculum, remain non-statutory with the right to withdraw a child.

Statutory / No right to withdraw	Non – Statutory / Right to withdraw
Science Curriculum – SRE elements	2020 onwards – PSHE Curriculum – SRE elements not within the Science Curriculum
2020 onwards: PSHE Curriculum - Health and Relationships elements	

The DfE statutory Guidance "Relationships Education, Relationships and Sex Education (RSE) and Health Education" states:

Right to be excused from sex education (commonly referred to as the right to withdraw)

45. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request it would be good practice for the head teacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools will want to document this process to ensure a record is kept.

46. Good practice is also likely to include the head teacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead).

47. Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.

48. This process is the same for pupils with SEND. However there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision. The approach outlined above should be reflected in the school's policy on RSE.

49. Head teachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.

50. If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

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 students with regard to health education. In particular, members of the Primary Care Trust, such as health professionals, give us valuable support with our Relationship and Sex Education programme. Other people that we work alongside include social workers and youth workers. All sessions will be jointly planned with the classroom teacher or the RSE Lead and visitors will follow school policies. All information given to pupils will be age appropriate.

Confidentiality

Teachers conduct RSE 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 and RSE Lead to ensure that both staff and parents are informed about our RSE policy, and that the policy is implemented effectively. It is also the RSE Lead and 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 RSE Lead liaises with external agencies regarding the school's RSE 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 and observational. Assessment is used to identify what learners already know and what areas need to be developed further.

Monitoring and review

The monitoring of RSE is planned through observation, ‘book looks’ and pupil and parent voice surveys.

The governor with responsibility for Be Spirited and RSE 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 RSE 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 (Headteacher)
Miss Katie Barton (Be Spirited and RSE)

Appendix One:

When writing, consideration was given to the following documents.

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyber bullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- National Citizen Service guidance for schools

Appendix Two:

This offers a further breakdown of RSE learning. Where links to PSHE guidance are made, 'R' stands for Relationships and 'H' stands for Health.

Year/Learning	Link to PSHE Guidance
Year 5 **Summer 2** Students learn: • what makes a safe, healthy relationship • that all relationships are different and the reasons behind such differences • the responsibilities of relationships • hygiene choices	**H11:** To recognise their increasing independence brings increased responsibility to keep themselves and others safe Know and understand about keeping themselves safe when involved with risky activities **R2:** To recognise what constitutes a positive, healthy relationship **R4:** To be aware of different types of relationships, including those between acquaintances, friends, relatives and families **R6:** To know that civil partnerships and marriage are examples of public demonstrations of commitment made between two people who love and care for each other and want to spend their lives together; to know that marriage is freely entered into by both people and that no one should marry if they do not absolutely want to **R9:** To understand the concept of 'keeping something confidential or secret' when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' **R10:** to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view **R13:** To understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity **R14:** To realise the nature and consequence of discrimination, teasing, bullying and aggressive behaviours and prejudice based language **R19:** To know that two people who love and care for each other can be in a committed relationship and not be married or in a civil partnership
Year 6 **Summer 2** Students learn: • how relationships can be stable and unstable • how to negotiate risk and dangers in relationships • how to negotiate transition and loss in relationships • how to stay safe • how babies are reproduced • to be aware of their rights • to know where to seek support • to differentiate between wanted and	**H8:** to learn about change, including transitions, loss, separation, divorce and bereavement **H9:** to learn to differentiate between the terms 'risk', 'danger' and 'hazard' **H10:** to recognise, predict and assess risks in different situations and decide how to manage them responsibly **H11:** to recognise that increased independence brings increased responsibility **H13:** to understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media **H18:** describe how and why the body changes during puberty in preparation for reproduction **H19:** to know about the facts of the human lifecycle, including how babies are made – human reproduction **L3:** to understand that everyone has human rights and children have their own special rights set out in the United Nations Declaration of the Rights of the Child **R2:** to recognise what constitutes a positive, healthy relationship and develop skills to form and maintain positive healthy relationships **R3:** to recognise that relationships can be unhealthy and who to go to for support **R8:** to judge what kind of physical contact is acceptable or unacceptable and how to respond **R9:** the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' **R20:** that forcing anyone to marry is a crime **R21:** to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy

unwanted physical contact	
Year 7 **Summer Term** **Relationships, Identity and Safety** Students learn: • What a safe friendship and relationship feels like. The qualities of a safe friendship and relationship • How to keep themselves safe in a relationship, including online • Where to seek advice or help	**H2:** to recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem **H4:** to understand that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment **R1:** the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.) **R5:** that relationships can cause strong feelings and emotions (including sexual attraction) **R8:** different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these (including age, gender, power and interests) **R11:** the roles and responsibilities of parents, carers and children in families **R15:** to consider different levels of intimacy and their consequences **R16:** to acknowledge and respect the right not to have intimate relationships until ready **R27:** about the unacceptability of sexist, homophobic, biphobic, transphobic, racist and disablist language and behaviour, the need to challenge it and how to do so **R28:** to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text, abuse, exploitation and trafficking) and to have the skills and strategies to manage being targeted or witnessing others being targeted **R35:** the safe and responsible use of information communication technology (including safe management of own and others' personal data including images)
Year 8 **Spring 2** **Sex, Relationships and Conflict** Students learn about: • Consent, contraception, staying safe • The laws around sex • What a safe relationship feels like • How our bodies change as we grow • Their responsibilities as young people in relationships	**H7:** to manage growth and change as normal parts of growing up (including consolidation and reinforcement of Key Stage 2 learning on puberty, human reproduction, pregnancy and the physical and emotional changes of adolescence) **H9:** the importance of and ways of taking increased responsibility for their own physical health and personal hygiene **H12:** that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain STIs **R1:** the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.) **R5:** that relationships can cause strong feelings and emotions (including sexual attraction) **R9:** the nature and importance of marriage, civil partnerships and other stable, long-term relationships for family life and bringing up children **R11:** the roles and responsibilities of parents, carers and children in families **R16:** to acknowledge and respect the right not to have intimate relationships until ready **R17:** about readiness for sex and the benefits of delaying sexual activity **R19:** about the law in relation to consent (including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given) **R21:** about contraception **R27:** about the unacceptability of sexist, homophobic, biphobic, transphobic, racist and disablist language and behaviour, the need to challenge it and how to do so **R29:** the support services available should they feel, or believe others feel, they are being abused or in an unhealthy relationship and how to access them **R30:** to recognise peer pressure and have strategies to manage it; to recognise 'group think' (where the cohesion of the group becomes more important than the choices or actions of the group) and to develop strategies for managing it