Relationships and sex education policy

Highfield Middle School

Approved by:		Date:
Last reviewed on:	June 2021	
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Contents

1. Aims

SRE is lifelong learning about physical, sexual, moral and emotional development so that students are provided with the knowledge and skills to enable them to make informed and responsible choices now and in later life. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

Good quality SRE is mindful of young people's early experience and is based on their development and expressed needs. It provides consistent messages, is ongoing and progressive, and supports children and young people's confidence as they move from childhood to adulthood. It helps them understand themselves, negotiate their relationships and prepares them for adulthood.

Aims:

Highfield Middle School has a primary commitment to safeguarding and promoting the welfare of all children and young people. Our SRE programme therefore aims to prepare our students for adult life by providing balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious and moral dimensions of sexual health. Specifically, our SRE programme aims to prepare students for an adult life in which they can:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Encourage young people to make informed decisions

Sex and Relationship Education in our schools has three main elements:

Attitudes and Values
- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships, and marriage;
- learning about the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making;
- challenging myths, misconceptions and false assumptions about normal behaviour.

Personal and Social Skills
- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- empowering students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter).

Knowledge and Understanding
- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;

- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- the avoidance of unplanned pregnancy.

2. Statutory requirements

Key Stage 2:

As a primary academy school we must provide relationships education to all pupils in Years 5 and 6 as per section 34 of the Children and Social work act 2017.

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Highfield Middle School we teach RSE as set out in this policy.

Key Stage 3:

As a secondary academy school we must provide RSE to all pupils in Years 7 and 8 as per section 34 of the Children and Social work act 2017.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Highfield Middle School we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents and any interested parties were invited to review the policy and offer their recommendations

4. Pupil consultation – we investigated what exactly pupils want from their RSE through school council meetings

5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum for PSHE (which includes RSE) is set out as per Appendix 1 but we may need to adapt it as and when necessary. Relationship education falls into many other areas and as such is incorporated throughout our full PSHE scheme of work. In Key Stage 3 we follow the Jigsaw scheme of work to deliver our PSHE curriculum.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by trained members of staff within school. At various other times throughout the school year we may invite trained professionals into school to deliver age appropriate sessions.

Years 5 and 6:

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RSE curriculum, see Appendices 1 and 2.

Years 7 and 8:

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe

- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum and end of Key Stage expectations, see Appendices 1 and 2.

All year groups:

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Inclusion

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will always respond sensitively to parental requests and concerns.

Students with Special Needs

We will ensure that all young people receive sex and relationship education and we adapt our delivery of content for any child who has a special educational need if the child would benefit from this, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. We are fortunate that, within the Tyne Community Learning Trust, we have a range of other professionals to support this work, including the Learning Mentor Team and home-school link worker. Young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to all.

7. Roles and responsibilities

7.1 The governing board

The local governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

The Trust board will hold the headteacher to account for the implementation of this policy.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE (see section 8).

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 PSHE Co-ordinator 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

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way

- Modelling positive attitudes to RSE

- Monitoring progress

- Responding to the needs of individual pupils

- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher and PSHE/Citizenship Co-ordinator

The delivery of the PSHE curriculum is led by the PSHE/Citizenship Co-ordinator, Rob Mills, and is taught by a variety of staff at Highfield Middle School. All staff teaching PSHE fully understand the requirements of the PSHE/Citizenship curriculum and undergo regular training related to the delivery of PSHE.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8. Parents' right to withdraw

Highfield Middle School's PSHE curriculum follows the Jigsaw programme of study. All RSE lessons are age appropriate. The medium term scheme of work is available on our website for parents to review.

Years 5 and 6:

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. Parents do not have the right to withdraw their children from the statutory components of sex education.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from the non-statutory components of sex education.

Years 7 and 8:

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher or PSHE/Citizenship Co-ordinator will discuss the request with parents.

Alternative work will be given to pupils who are withdrawn from sex education.

Any requests for withdrawal from the non-statutory components of the sex education programme must be submitted to the Headteacher by the 1st October of any new academic year, other than in exceptional circumstances.

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher or PSHE/Citizenship lead will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE as and when required.

10. Monitoring arrangements

The delivery of RSE is monitored by Rob Mills, PSHE/Citizenship Co-ordinator through:

Planning and work scrutinies, learning walks, pupil voice

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the PSHE/Citizenship Co-ordinator and SLT every two years. At every review, the policy will be approved by the Chair of the Local Governing Board.

Highfield Middle School PSHE/Citizenship Year 5 and 6 Curriculum Progression

Year 5	Autumn		Spring		Summer	
Carousel of activities (9 week block)	Swimming Virgin Money Make £5 Grow (Enterprise skills) Only one you (Relationships) Healthy Lifestyles (Wider world)		Swimming Virgin Money Make £5 Grow (Enterprise skills) Only one you (Relationships) Healthy Lifestyles (Wider world)		Swimming Virgin Money Make £5 Grow (Enterprise skills) Only one you (Relationships) Healthy Lifestyles (Wider world)	
Year 6	**Introduction to Democracy** Pupils develop an understanding of democracy/debating. Pupils gain an insight into how parliament works.	**Families in a Step Chain** Pupils develop an understanding of bullying and the impacts this can have. Planning is supported by a class reader book.	**Drugs/Alcohol/Tobacco** Pupils develop an understanding of harmful substances and the effects these have on the body..	**VIP's** Pupils learn about relationships, recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.	**Growing Up** In this topic, children learn about the different types of relationships that people can have. Children will learn about what a sexual relationship is, as well as identifying the emotional and physical changes that happen during puberty. They will also learn about stereotypes and positive body images	**Road Safety** Pupils develop an understanding of road safety including walking to school safely, crossings, riding a bicycle/scooter, pedestrian awareness

Highfield Middle School PSHE/Citizenship Year 7 and 8 Curriculum Progression

Year 7	Being Me:	Show Racism the Red Card (Celebrating Difference)	Barclays Money	Tenner Challenge	Healthy Me	Relationships/Changing Me (Puberty)
	Identity, Influences, Peer Pressure and belonging, online identity and consequences of online behaviour	Pupils develop an understanding of the term 'racism' and 'homophobic bullying'. A workshop is undertaken by all pupils from an external visitor which builds upon what pupils have learnt in class.	Pupils will develop the skills required to save money and use a bank account. Pupils develop an understanding of needs and wants.	Pupils develop an understanding of enterprise. Pupils work in small groups to create a business which they then try to make a profit from in school. Pupils learn how to budget, keep profit/loss accounts and work as a team. (Tenner Challenge Sale towards end of term)	Dealing with stress and anxiety, managing stress, substances, nutrition/exercise/sleep, medicines	Healthy relationships, supportive relationships, getting on/falling out, discernment and assertiveness Changing bodies, having a baby, types of relationship, image and self esteem, changing feelings
Year 8	**Parliament and the Monarchy**	**Celebrating Difference**	**Careers**	**Healthy Me**	**Relationships**	**Changing Me**
	Pupils develop an understanding of the British Monarchy. Democracy. Pupils learn about the development of the political system, including a democratic government in the UK. Pupils develop their understanding of the	Prejudice and discrimination, inequality, social injustice, LGBT bullying, making a positive contribution to society	Children to learn about the future careers market, employability skills, apprenticeships, salaries and potential job matches. (JIGSAW Dreams and Goals)	Good physical health, managing stress, substances, substance misuse and exploitation (County Lines), medicines	Appearance ideals, being in control of relationships (consent), coercive relationships, social media and relationships, learning how to be in a positive, loving relationship	Sexual orientation, attraction, different types of relationship, misconceptions of pornography, alcohol and risk, (Within this topic children will be shown how to use contraception and will

	voting and election system. Pupils create their own school "law". Laws and Justice: Pupils learn about laws within the UK and how laws can affect them. From stop and search, to youth court, age of responsibility to Young Offenders Institutes, this topic is wide ranging and involves LITAC, writing to an MP about changing the law.				learn about STI's)

Years 5 and 6

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong

	● How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	● How important friendships are in making us feel happy and secure, and how people choose and make friends ● The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties ● That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded ● That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right ● How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	● The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs ● Practical steps they can take in a range of different contexts to improve or support respectful relationships ● The conventions of courtesy and manners ● The importance of self-respect and how this links to their own happiness ● That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority ● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help ● What a stereotype is, and how stereotypes can be unfair, negative or destructive ● The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	● That people sometimes behave differently online, including by pretending to be someone they are not ● That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous ● The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them ● How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met ● How information and data is shared and used online
Being safe	● What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) ● About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe ● That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact

	● How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
	● How to recognise and report feelings of being unsafe or feeling bad about any adult
	● How to ask for advice or help for themselves or others, and to keep trying until they are heard
	● How to report concerns or abuse, and the vocabulary and confidence needed to do so
	● Where to get advice e.g. family, school and/or other sources

Years 7 and 8

Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	● That there are different types of committed, stable relationships
	● How these relationships might contribute to human happiness and their importance for bringing up children
	● What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony
	● Why marriage is an important relationship choice for many couples and why it must be freely entered into
	● The characteristics and legal status of other types of long-term relationships
	● The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting
	● How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	● The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship
	● Practical steps they can take in a range of different contexts to improve or support respectful relationships
	● How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)
	● That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs
	● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help
	● That some types of behaviour within relationships are criminal, including violent behaviour and coercive control
	● What constitutes sexual harassment and sexual violence and why these are always unacceptable

	• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal
Online and media	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)
Intimate and sexual relationships, including sexual health	• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment

	● How the use of alcohol and drugs can lead to risky sexual behaviour
	● How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	