



PONTELAND COMMUNITY MIDDLE SCHOOL

A POLICY for RELATIONSHIPS AND SEX EDUCATION (RSE) September 2018

Ponteland Community Middle School believes that every young person is entitled to RSE as preparation for adult life. It is a key component of the pupil's personal social, health and citizenship education and complements the statutory science education they receive. In planning our programme we aim to support parents and carers in helping their children ultimately to make a successful transition to adulthood and we therefore welcome discussion with them. Parents have the right to withdraw their children from any or all aspects of sex education other than those elements required by the National Curriculum Science Orders.

Effective RSE is essential:

- to support young people through the many physical and emotional changes they will experience during their time in this school
- to help them develop the skills and attitudes that will help them to deal with difficult decisions they may encounter
- to empower them to make responsible and informed choices
- to help them understand their own values and beliefs and to respect the values and beliefs of others
- to contribute to understanding appropriate to the child's age so as to prevent unintended teenage pregnancy and sexually transmitted infections
- to promote an understanding of the importance of respect, care and stability in relationships
- to develop self esteem and skills which will help them enjoy relationships based on respect and responsibility and which are free from any abuse

Our RSE policy aims to address equally the needs of boys and the needs of girls and is monitored and reviewed in conjunction with our pupils to ensure that it does so and that it is appropriate to the age and maturity of pupils in this 9-13 middle school. We have a named RSE coordinator who supports teachers in the delivery of the programmes.

This programme relates to many other school policies. We believe that RSE is not an isolated topic but, rather, an integral element of our whole school provision.

What is RSE at Ponteland Middle School?

RSE will remain firmly embedded within the delivery of our PSHE and Citizenship frameworks in both Key Stages and also formed a strand of the enhanced Healthy Schools Award and the Anti Bullying Accreditation.

In brief, we have adapted a broad definition of RSE from that published by the Sex Education Forum in 1999 which sees it as,

‘ learning about sex and relationships, and, where age appropriate, sexuality, emotions, relationships and sexual health.’

It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

Formulating the Policy

The policy is subject to regular annual review, a confidential needs analysis is carried out across both Key Stages which includes the views of parents. In particular, the needs analysis will take direct account of the children’s views regarding essential content, given that we have both primary and secondary age children in school. Consideration is given to the proper inclusion of children with special educational needs and learning difficulties, together with children assessed as being either vulnerable or ‘at risk’.

The Parents’ Forum met in January 2011 consisting of representatives from each year group, to consider the content of the RSE provision in PSHE. Methods of delivery, areas covered and resources to be used were discussed. The parents’ responses have been used to improve RSE across the curriculum and year groups. Parents have approved the content and methods of teaching the units of study. They have seen the new resources and contributed to an agreement on age related resources.

The Parents’ Forum considered the wording of the Relationships and Sex Education Policy. The units of study were explained and the methods of delivering aspects of this unit were discussed. Parents’ opinions and requests have been built into the policy and the revised units of study for RSE.

Where it is felt necessary, informed opinion would be sought, probably from the Northumberland Standing Advisory Council on Religious Education (SACRE) and FPA Religion, Conception and Abortion 2004, regarding issues of ethnicity so as to explore rather than to make assumptions about different cultural beliefs and values. The needs analysis should ensure that the curriculum is consistently relevant and culturally and linguistically inclusive.

Whilst there will be information giving and social skills development, central to this policy is the intention to develop and sustain each child’s self esteem: to allow them to discover that they have inner power and are capable of building it to gain independence of thought and action. Through an awareness of their inner power they will learn that they alone are responsible for their feelings and they alone are responsible for their behaviour.

Planning and organisation of RSE units of work

Relationships and Sex Education at PCMS is led by the PSHE/Citizenship Coordinator who holds a PSHE Certificate (NHSA).

KS3 receive one hour of PSHE/Citizenship a week and all pupils are taught by the PSHE/Citizenship lead teacher.

KS2 receive PSHE via SEAL planned units of PSHE topics, which include RSE. They are taught by the form tutor, Teaching Assistants and the School Nurse. The content and methods of teaching are planned to provide age related information and allow progression through the Key Stages.

The RSE unit for KS3 is timed to be taught at or around the same time as the statutory Science unit, Cells and Reproduction. However, aspects of RSE are included in many other themes in Citizenship and PSHE eg drugs education, alcohol education and Health.

See attached map of themes taught.

Confidentiality

It is the practice of the school to maintain confidential pupil records which fall within the definitions of the Data Protection Act. At this level, confidential disclosures are routinely handled as part of the Child Protection Policy, where children are told at the outset that teachers will not always be able to maintain confidentiality and that if it is to be broken, they will be told beforehand of the reason why and offered appropriate support

Confidential support is made available to the children through the school nurse who offers a 'drop-in' session at least once a week on the premises and by appointment at the local health centre. Through her and the medical staff at the health centre advice is available on sexual health, contraception, abortion and sexuality.

Programme of Study and Use of External Visitors

The programme of study covers aspects of RSE which are age appropriate and meet the requirements of the PSHE outcomes. The School Nurse supports the delivery of RSE to Y6 pupils.

In accordance with the school's code of practice on the use of external visitors, the Headteacher and Deputy Headteacher act as 'gatekeepers' in order to filter visitors and their access to the children. Child Protection Guidance is followed precisely in terms of police checks.

External visitors will be fully briefed about the boundaries of their input and its direct relevance to the RSE programme. They will be made aware of related school policies and agree the aims and objectives of their sessions together with an identification of the learning outcomes. Visitors will be bound by the school's confidentiality policy.

Delivering the SRE Programme

RSE is taught to mixed gender groups in Y7 & Y8. Boys and girls are encouraged to work together, share opinions and form a respectful attitudes towards each other. Certain aspects of RSE are delivered by the School Nurse and or the PSHE lead teacher to Y5 and Y6 in single gender groups. **Pupils stated that they prefer this when learning about menstruation and aspects of puberty.**

All questions are answered honestly and factually. If inappropriate the pupil will be told that an answer will be given at end of lesson on an individual basis.

It should also be borne in mind that for some children it is culturally inappropriate to address particular issues in a mixed group setting. Provision is made for this. Parental consent is requested via the pupil's diary and a letter/email home.

Pupils in KS3 are encouraged to make anonymous requests for aspects of RSE to be covered or ask sensitive questions via 'The Furry Box' in the PSHE Department in Mobile 2.

All pupils are encouraged to express their opinion, belief etc without fear of ridicule. See attached map of RSE section GROUP AGREEMENT. However all pupils know that they can opt out if uncomfortable.

Boys' needs

We note that failure to address the needs of boys can have serious implications for their emotional and sexual health resulting in their inability or reluctance to seek help and advice at critical times as evidenced by the rising suicide rate amongst young men accounting for a quarter of all male deaths between the ages of 15 and 24.

Informed opinion reported by the Sex Education Forum indicates that approaches to SRE which do not engage boys leave them bored or, at worst, disruptive. The same organisation also asserts that a focus on the reproductive aspects of sex education engages the interest of girls but not boys and can reinforce the view that sex education has nothing to do with boys.

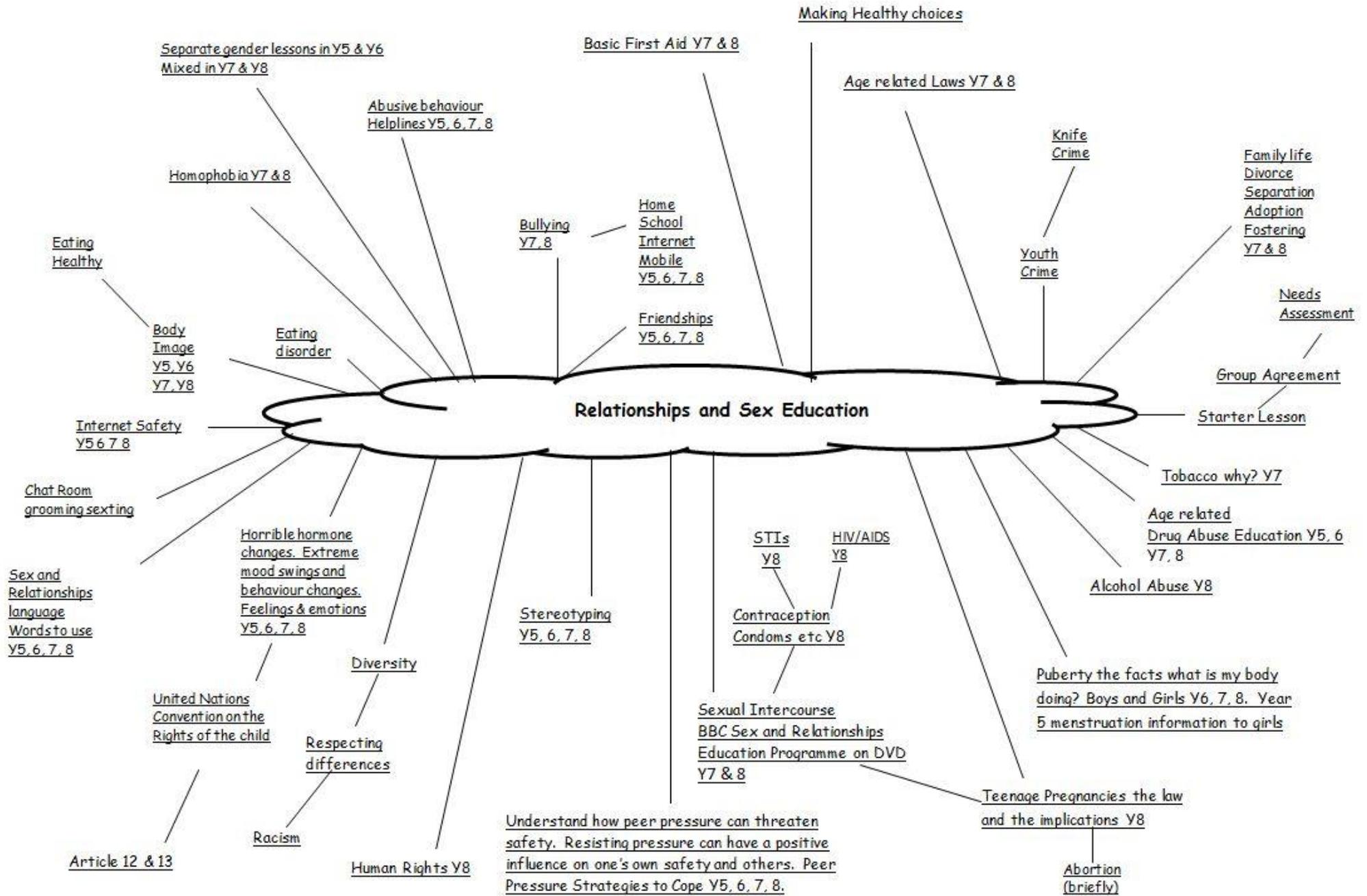
This policy will actively seek to encourage boys to comment on the content and delivery of RSE, bearing in mind that many of the behaviours apparent in adolescent behaviour stem from the experiences they have had in early socialisation and gender role modelling. The RSE programme will therefore utilise formal and informal opportunities to examine with boys their attitudes, emotions, relationships and stereotypes.

Determining the Content of the RSE Programme

Following the needs analysis carried out in Key Stage 2 and in Key Stage 3 certain key attitudes and values, personal and social skills together with aspects of knowledge and understanding will be developed in such a way that the children will be encouraged to express their views about what they think, feel and believe.

The key stage 3 PSHE in Citizenship and RSE units of work will touch on or deliver RSE clearly. Pupils will be reminded of the connection within a unit of work.

On the next page is a map of how interconnected the strands of PSHE in Citizenship and RSE and drugs and safety are.



Appendix 1

Key Stage 2 Learning Outcomes

Pupils should develop confidence and responsibility and make the most of their abilities and:

To acquire skills to:

- Ask questions and talk confidently with adults and peers about their thoughts and feelings.
- Record information about current interests and choices they will have to make in the future.
- Express positive things about themselves and others.
- Recognise the need to ask for support sometimes, and whom to ask and how.
- Recognise and respond to a variety of emotions in themselves and others such as jealousy, anger, and excitement
- Be able to express feelings in different ways and recognise the impact on others.
- Transfer a skill learned in one situation to another context.

Acquire knowledge to:

- Know what is special about them: abilities, interests, strengths and weaknesses.
- Know that puberty brings about a change in emotions.
- Know ways of coping with difficult emotions, fears and worries.

Acquire attitudes and values to:

- Enjoy life at school, acting confidently and appropriately.
- Appreciate the importance of taking responsibility for themselves and their behaviour.

Prepare to play an active role as citizens:

Acquiring the skills to:

- Put themselves in someone else's shoes.
- Resolve problems and conflicts democratically through discussion, using different approaches to decision-making and reaching consensus.

Acquire the knowledge to:

- Understand why school rules are made and the consequences of breaking them; relate this to simple knowledge about the law and understand that rules and laws are designed to protect.
- Understand that rights bring responsibilities at home, at school and in the community.
- Understand that groups have different views: peers, parents and teachers for example as well as people of different faiths and cultures.

Acquire attitudes and values to:

- Consider why a sense of fair play is necessary in their dealings with their peers and others.
- Consider why it is wrong for children to be bullied or abused by other children or adults.
- Consider the possible effects of lifestyle on health.

Develop a healthier, safer lifestyle and:**Acquire the skills to:**

- Choose healthy options in relation to food, exercise and rest.
- Manage hygiene procedures, for example, food safety and menstruation
- Discuss and ask questions about changing bodily needs.
- Decide who has access to their bodies.
- Recognise risk in different situations and make judgements about behaviour and decisions about personal safety.
- Recognise unwanted influence and pressure from friends, particularly in relation to smoking and exercise some basic techniques for resisting.
- Identify hazards to health and safety at home, at school and in the environment.

Acquire the knowledge to:

- Know some of the options open to them in developing a healthy lifestyle now and in the future.
- Know what makes them happy and positive about life; the influence of exercise, leisure, relationships on mental health.
- Know bacteria and viruses affect health and how transmission may be reduced by safe, simple routines.
- Know about different cultural practices in health and hygiene.
- Know how changes at puberty affect body hygiene.
- Know that body changes are a preparation for sexual maturity and understand the processes of conception and birth.
- Know basic emergency aid procedures and where to get help in different circumstances.

Acquire attitudes and values to:

- Respect their own and others' bodies.
- Consider the value of keeping healthy and different attitudes to health and fitness.
- Accept responsibility for personal cleanliness.
- Develop a positive approach and self-motivation towards personal safety and risk taking.

Develop good relationships and respect the differences between people and:**Acquire the skills to:**

- Recognise their own and other's feelings.
- Recognise that actions have consequences for themselves and others.

- Put themselves in their parents' shoes.
- Show care for others as well as for themselves.
- Initiate friendships.
- Develop skills needed for relationships, for example, listening, supporting and showing care.
- Respond assertively to teasing and bullying.
- Recognise and challenge stereotypes.
- Demonstrate tolerance and respect for others.

Acquire the knowledge to:

- Know what we do that makes each other happy, sad and cross, and what helps and hinders friendships.
- Know that people live their lives in different ways and that different cultures may have different life patterns.
- Know that people's responses to ideas and events may be determined by age, religion and culture.
- Develop understanding of different types of relationship including marriage, and know that there are many different types of friendships.
- Understand what families are and what members expect of each other.
- Know how to deal with friendship problems.
- Understand more about the changes that take place in human life – parenthood, bereavement, making new relationships.
- Know about bullying, why it happens, its effects on people, how to deal with it and how to stop it happening.
- Know that human sexuality is expressed in different ways, understand what it means and have some words to describe it.
- Know sources of help, including help lines, when facing problems.

Acquire attitudes and values to:

- Respect each other's feelings, decisions, rights and bodies.
- Value diversity of lifestyles, and the choices made within them.
- Consider why honesty, loyalty, understanding and respect are important to relationships.
- Appreciate different ways of loving and the importance of love in relationships.
- Appreciate the similarities and differences between people are the result of many factors.
- Consider their developing responsibilities at school, with friends and within the family.

Appendix 2

Key Stage 3 Learning Outcomes

Develop confidence and responsibility and make the most of their abilities and:

Acquire the skills to:

- Reflect on strengths, achievements, areas for development and preferred ways of learning in all areas of their lives.
- Recognise and manage strong feelings in different situations including loss and change.

Acquire the knowledge to:

- Understand what makes them feel good and bad, and that how they see themselves affect self-confidence and behaviour.
- Understand what influences our behaviour, for example, how we spend/save money; staying out late.

Acquire the attitudes and values to:

- Feel motivated about and value learning.
- Enjoy public recognition of their achievements.
- Be positive when offered new opportunities.
- Develop a healthy, safer lifestyle and acquire the skills to:
- Look after their bodies at puberty, especially personal hygiene.
- Assess potential risks in relation to alcohol, smoking and sexual behaviour.
- Demonstrate ways of resisting pressure threatens safety.

Acquire the knowledge to:

- Know what they need to keep healthy, especially during puberty.
- Understand how the physical and emotional changes that take place at puberty affect them, and that there is a range of physical development which is normal.

Acquire the attitudes and values to:

- Feel positive about entering adulthood.
- Consider what respect for their bodies means.
- Consider the personal costs of risk taking, including the effects on other people's lives.
- Consider the consequences of ignoring the law.

Develop good relationships and respect the differences between people and:

Acquire the skills to:

- Show concern for and defend others by challenging prejudice and discrimination.
- Make and keep friends of the opposite sex.
- Make positive statements to friends and family.

- Resist pressures from others to behave in a way which would make them feel uncomfortable.

Acquire the knowledge to:

- Understand what prejudice and discrimination mean and the effects in relation to difference – culture, gender, sexuality, disability and age.
- Understand the pressures on relationships and the changing nature of relationships with friends and family.
- Understand how marriage and other stable relationships support children as they grow.
- Understand the roles and feelings of parents and carers.
- Know how personal actions can affect others' lives and what influences their own behaviour.

Acquire the attitudes and values to:

- Understand how peer pressure can threaten safety and resisting pressure can have a positive influence on ones own safety and those of others around you.
- Consider the benefits and costs of trusting other people.
- Value their friends.
- Respect the fact that families are different.
- Respect the fact that parents have feelings and concerns about their children.
- Consider the responsibilities of parenthood and the value of family life.
- Think about how far they can, and should, be responsible for others.

Under the broad heading of Citizenship at Key Stage 3 it will be expected that pupils will be able to:

- Understand what independence, rights and responsibilities mean to them.
- Know the main laws which affect them and their families.
- Understand the role of the EU, the Commonwealth and the UN and the relevance to their lives, for example, the UN Rights of the Child.
- Consider how much independence they should have at this age; why behaviour codes are necessary; whether it is irresponsible to break the law; an entitlement to equality.
- Express rational arguments having researched social, moral and environmental issues.
- Present opinions, values and beliefs confidently, clearly and concisely.
- Be able to detect bias and omission in others' arguments.
- Empathise with others and express opinions that are not their own.