

Marden Bridge



Middle School

Believe, achieve, succeed.

Sex and Relationships Education (SRE) Policy 2015

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Introduction

This policy covers our school's approach to SRE from year 5 to year 8, and has been produced by the Life Studies Co-ordinator, through consultation with the Science Co-ordinator, the ICT Co-ordinator, the North Tyneside Council Health and Wellbeing School Improvement Advisor, parent questionnaires to all parents, a parent focus group, the Headteacher and the Governing Body. It will be reviewed in July 2016 or sooner if there are significant changes made.

Policy and Parents

Parents will be informed about the SRE policy in a variety of ways. A physical copy of the policy will be made available to those parents wishing to view it. Parents are texted with any SRE teaching as content is delivered. The policy will also be available for parents to view via the school's website. It is hoped that regular further consultation and partnership with parents will be planned for the future.

Overall school aims and objectives

Our school's overarching aims and objectives for our pupils are:

- To provide an exciting, challenging and motivating learning environment for all pupils, showing respect for the diversity of people's backgrounds.
- To set high standards of attainment and achievement for all pupils, ensuring that similar life opportunities are available to all.

How do these inform and impact SRE teaching?

The school aims to provide a programme of SRE as part of the Life Studies curriculum and the Science curriculum in school. Life Studies includes Personal Social Health and Economic Education (PSHEe), Religious Education and Citizenship.

SRE is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. SRE has a key part to play in the personal, social, moral and spiritual development of young people. It begins informally in the home with parents and carers long before any formal education takes place at school. Young people's entitlement to SRE is enshrined in the terms of the Education Act (1996) and follows the advice set out in the Sex and Relationships Education Guidance, issued by the DfES in July 2000. This policy has also considered the consultation paper DCFS 2010.

Rationale:

We define SRE as learning about the emotional, physical and social aspects of growing up, relationships, sex and human sexuality. It should equip the children with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their own health and well-being.

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.

The UN Convention on the Rights of the Child states that children have the following rights, which support the provision of sex and relationships education. Children have the right to:-

- access information which will allow them to make decisions about their health (Article 17)
- be heard, express opinions and be involved in decision-making (Article 12)

- education to help them learn, develop and reach their full potential and prepare them to be
- understanding and tolerant of others (Article 29)
- not be discriminated against (Article 2)
- government protection from sexual abuse and exploitation (Article 34)

Teachers of Life Studies and Science have shared responsibility for the teaching of SRE, and the use of outside speakers, like the school nurse, will complement 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 SRE; all those contributing to the programme are expected to work within the framework provided.

High quality SRE:

MBMS considers that high quality SRE:

- is a partnership between home and school
- ensures children and young people's views are actively sought to influence lesson planning and teaching
- starts early and is relevant to pupils at each stage in their development and maturity
- is taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, pleasure, respect, abuse, sexuality, gender identity, sex and consent
- includes the acquisition of knowledge, the development of life skills and respectful attitudes and values
- has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills, and accessing services
- helps pupils understand the issues of personal and internet safety, consent, violence, child sexual exploitation (CSE), forced and early marriage (which is covered in a separate policy document), and female genital mutilation (FGM)
- is both medically and factually correct and treats sex as a normal and pleasurable fact of life
- is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience
- uses active learning methods, and is rigorously planned, assessed and evaluated
- helps pupils understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from different sources including the media
- teaches pupils about the law and their rights to confidentiality even if they are under 16, and is linked to school-based and community health services and organisations.
- promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs

It contributes to:

- a positive ethos and environment for learning
- safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school
- a better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships
- helping pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice

- reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying

Taught content

Taught content is approached jointly through Life Studies and Science and covers:

Year 5: Life Studies and Science

Pupils discuss the qualities of a good friendship and different relationships with the people who are important to them. They will consider embarrassment and how to use problem solving to sort out an embarrassing situation, how to build self-esteem, and issues of power and control including peer pressure. They will discuss appropriate touch, the bikini rule, and keeping ourselves safe. The skills of compromise and negotiation are taught. An introduction to puberty, including the names of the reproductive organs, hygiene and attitudes to risk-taking in the Staying Safe module. Looking at the human lifecycle from birth to old age and discussing the changes, explanation of how human life begins, develops in the womb and then how a baby is born. The School Nurse's visit covers puberty changes.

Year 6: Life Studies

Pupils will discuss strategies such as assertiveness and refusal skills, recognising and challenging stereotypes, and rights and responsibilities over their own body. The children will be asked to discuss what romantic feelings are and how they affect people, leading on to the qualities each would want in a partner. Changes related to puberty and adolescence are revisited, and pupils will study diversity in families and then introducing homosexuality, homophobic bullying and Lesbian Gay Bisexual Transgender terminology. They will study different models of marriage contrasting chosen and arranged marriage, and be made aware of the issues of early and forced marriage, exploitation and obliquely the possibility of Female Genital Mutilation. The School Nurse's visit covers relationships in general.

Year 7: Life Studies and Science

Pupils will be taught the Key Stage 3 science curriculum in relation to sex and the human life cycle, including menstruation and the development of the foetus. Pupils in Life Studies will revisit the changes their bodies go through puberty in the context of their emerging sexuality, and preparing for sexual intercourse and parenthood. The emotional and physical wellbeing module covers relationships and how changes affect the child as he/she matures. Loss, bereavement, divorce and separation are covered in this and in the 'Is Death the End?' module, along with the impact it has on families and individuals.

Year 8: Life Studies

Consent, respecting our body, dealing with inappropriate physical contact, and how to deal with unwanted pressures in relationships to minimise risks is covered. The factors to be considered when considering a sexual relationship are covered, such as the legal position, STIs including HIV, sexual health services, and the advantages of delaying sexual activity. The characteristics of healthy, unhealthy and abusive relationships are taught, with pupils learning to distinguish these, and the dangers of exploitation and CSE, including Female Genital Mutilation, are taught. Lastly, body image, objectification and pornography are covered.

SRE content mapped by theme and year group

	Puberty changes	Relationships	Emotions	Safe sex
Y5	Puberty changes, hygiene	Friendships, power and control issues, compromise and negotiation, conflict resolution	Emotional changes with puberty, embarrassment, self-esteem, risk taking	Refusal skills (<i>within friendships module</i>) and peer pressure
Y6	Menstruation	Forced and early marriage, Who can you trust?, grooming, Child Sexual Exploitation	Bullying, homophobic bullying, Lesbian Gay Bisexual Transgender terminology.	Assertiveness and refusal skills (<i>within bullying module</i>)
Y7	Masturbation, wet dreams	Diversity, gender identity	Loss, separation and divorce, shyness and embarrassment, mental health in adolescence including emerging sexuality	Sexual intercourse, anatomy, sexual relationships, Q&A opportunities
Y8	-	Consent, characteristics of healthy, unhealthy and abusive relationships, exploitation and Child Sexual Exploitation, Female Genital Mutilation	Body image, objectification and pornography	Consequences of sexual activity e.g. pregnancy, STIs including HIV and AIDS, advantages of delaying sexual activity, sources of info and help

Statutory Requirements:

We are required to teach National Curriculum science at Key Stage 2; this includes:

- 1a) that the life processes common to humans and other animals include nutrition, growth and reproduction
- 2f) about the main stages of the human life cycle

We are required to teach National Curriculum science at Key Stage3; this includes:

- 1d) that fertilisation in humans...is the fusion of a male and female cell
- 2f) about the physical and emotional changes that take place during adolescence
- 2g) about the human reproductive system, including the menstrual cycle and fertilisation
- 2h) how the foetus develops in the uterus
- 2n) how the growth and reproduction of bacteria and the replication of viruses can affect health

At Key Stage 3 Citizenship Education is statutory and is embedded within the school's Life Studies scheme of work, so provides a vital component of SRE teaching. The curriculum at Key Stage 3 should prepare young people for an adult life in which they can:

- develop positive values and a moral framework which will guide their decisions, judgements
- and behaviour

- be aware of their sexuality and understand human sexuality
- understand the arguments for delaying sexual activity
- understand the consequences of their actions and behave responsibly within relationships
- have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationships they want;
- communicate effectively
- have sufficient information and skills to protect themselves;
- avoid being exploited or exploiting others
- avoid being pressured into unwanted sex
- access confidential sexual health advice and support
- know how the law applies to sexual relationships

Intended learning Outcomes

The learning outcomes of this programme of work will be that pupils will:-

- know the way a human is conceived, develops in the uterus and is born
- be able to explain the changes that occur during puberty physically, socially and emotionally
- understand the importance of stable, loving relationships
- promote a critical awareness of the different attitudes and views on sex and relationships within society, such as peer norms and those portrayed in the media
- understand they have a right to accurate information and to be taught where to seek advice and support if required
- understand they have a responsibility to behave appropriately and within the law, considering how their behaviour will affect those around them

ICT and SRE

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 Life Studies department.

In Life Studies, internet safety is covered with Year 5 as part of the 'Staying Safe' module, and with Year 8 as part of the 'Growing Up' module.

For detail on internet safety in ICT and the safety procedures put in place by the school, e.g. filtering, see the ICT policy.

Answering student's questions

Marden Bridge believes that students should have 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 students and by taking an approach that encourages students to be mature and sensible. If a teacher does not know the answer to a question they will acknowledge this and suggest that they and students research the answer to the question later.

If a question is too explicit or inappropriate to answer in class at that moment, teachers will acknowledge it and attend to it later with the student who asked it. If a question is too personal teachers will remind students about the ground rules and if necessary point out appropriate sources of support.

A classroom box for written enquiries will be encouraged, to allow reticent or embarrassed pupils to raise concerns, and to allow teachers some consideration of whether and how to answer. If a teacher is concerned that a student is at risk of sexual abuse they will immediately follow the school's child protection procedures.

Homosexuality and homophobic bullying are discussed openly.

Trigger point lessons

Lessons with content that could trigger pupil emotional discomfort because of unknown situations in their own lives, are called trigger point lessons. These are always heralded by a logo on the title screen, which all pupils in all year groups are trained to respond to, should the need arise. In the event of a pupil feeling overwhelmed with emotion, or simply wishing to alert the teacher to an issue for them as an individual, they write the word 'Trigger' and show this to the teacher, who will usually step outside with that pupil to gauge the nature of the trigger. Using the mantra, 'There is always a Plan B...', the teacher then decides on the best course of action to meet that individual pupil's needs, ensuring that the curriculum is delivered despite any adjustments to the environment. Approaches may include:

- reassurance and giving a measure of control to the pupil
- seating the pupil by or just outside the door
- removing the pupil to another room and teaching the content individually later

Confidentiality

School staff cannot promise absolute confidentiality if approached by a student for help. Staff must make this clear to students. This should be done in the initial ground rules lesson which all PSHCE teachers are required to do. Child protection procedures must be followed when any disclosures about abuse are made.

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

Offering advice

Staff will provide a general education about sexual matters and issues and not offer individual advice, information or counselling on sexual matters and contraception – however, the school nurse is available in a "drop in" session for pupils to go and discuss such matters. The Governors do feel, however, that the school nurse should not refer pupils to any outside agencies other than the family doctor. Staff should not give advice on sexual matters to a pupil if a parent has withdrawn that pupil from sex education lessons or give personal contraceptive advice to pupils under 16 for whom sexual intercourse is illegal without parental consent. Teacher can, however, provide pupils with education and information about where and from whom they can receive confidential sexual advice e.g. the school nurse or their GP, but this is not to be encouraged as it is not part of the sex education programme.

Assessment

Teachers will assess pupils learning through talk and observation, as well as by considering written responses. The key objectives will be assessed where possible in line with national curriculum guidelines and recorded on the school tracking system. Each pupil will evaluate how far he/she met

the learning guidelines. Staff should also ask pupils if there are other areas in this topic which the children would like to have discussed so that the scheme of work can be adapted if necessary.

Inclusion and Differentiation

The teachers will respect each pupil's unique starting points by making sure the scheme of work is differentiated. The teachers must make sure that teaching assistants are informed in advance of the topics so that work can be adapted to suit the needs of all groups of pupils. Teachers must take into account the differing genders, disabilities, cultures, ethnicity, religion, belief and life experiences of the children they are educating.

Involving Parents and Carers

The school will inform the parents in Year 5 of the SRE programme over the 4 years at Marden Bridge, offering parents the opportunity to come in and preview any videos and material which will be used. The SRE policy will be available to read and the staff will always be available to answer any concerns a parent may have. Parents will be texted with the SRE content taught that week, so that they can follow up with conversations at home.

A questionnaire was sent out to all parents in the preparation of this policy in summer 2015. 76 questionnaires were returned, the information collated and fed into the policy preparation. A parent focus group involving 8 parents was held to present the new approach and gather feedback on the draft document and planning. Parents were on the whole very supportive of the approach taken.

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 teacher will also consult the safeguarding officer to ascertain if there are issues that the teacher should be aware of before the unit of work is commenced.

Procedures for Pupil Withdrawal from SRE

Parents may request to see the programme of study and will be encouraged to speak to the class teacher or PSHCE co-ordinator should they have any concerns about the content and delivery of SRE.

A pupil cannot be withdrawn from sex education where this is taught in the Science National Curriculum. Hence children who are withdrawn from PSHE content in Life Studies lessons will still receive biological information but not be taught this in the context of relationships.

In the instance that the right to withdrawal is exercised, parents/carers should be made aware that SRE could arise naturally from class discussion or from discussion in the playground. Children whose parents/carers exact their right to withdraw them from SRE will be temporarily transferred to an alternative class.