



Lockyer's  
Middle  
School

# Relationship and Sex Education Policy

## **1. Purpose**

As a school, we believe RSE (Relationship and sex education) is an integral part of the lifelong learning process of our children, beginning in early childhood and continuing into their adult life. Effective RSE can foster self esteem, encourage personal and social development as well as self awareness and a sense of moral responsibility. Additionally, it can give students the confidence and ability to make responsible and informed decisions about health and wellbeing. Crucially, it can make a significant contribution to the development of the personal skills embedded by the pupils if they are to establish and maintain healthy relationships.

*‘If relationship and sex education is established within the context of personal, social and health education within school, as children reach puberty, they will know and understand that they will change and develop, and will have confidence in managing the physical and emotional changes.’ (RSE Guidance 2000, DfEE)*

Whilst most parents/carers do not feel the need to do so, we are mindful that they do have the legal right to withdraw their children from the RSE element of the PSHE programme.

## **2. Statutory requirements**

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils.

- Relationship and Sex Education (RSE) is compulsory from age 11 onwards. It involves teaching children about reproduction, sexuality and sexual health. It doesn't promote early sexual activity or any particular sexual orientation.
- Some parts of relationship and sex education are compulsory; these are the parts covered within national curriculum for science. Whilst parents/carers do not often feel the need to do so, we are mindful that they do have the legal right to withdraw their children from the RSE element of the PSHE programme.
- The Government's Education White Paper, The Importance of Teaching, published in November 2010, stated: "Children need high-quality relationships and sex education so they can make wise and informed choices."

Under section 78 of the Education Act 2002, a PSHCE curriculum:

- Promotes SMSC (Social, Moral, Spiritual, Cultural) of the pupils at the school and of society.
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

## **3. Curriculum**

Teachers of PSHCE will primarily be responsible for the teaching relationship and sex education, although the science department and the use of outside speakers, such as the school nurse, may compliment it. Staff have a responsibility to ensure the safety and welfare of their pupils. They are in a particular positive of trust. Personal beliefs and attitudes of staff

should not influence the teaching of RSE, all those contributing to the programme are expected to work within the framework provided by the PSHCE coordinator and agreed by SLT.

## **Key Stage 2**

### **Year 5**

The **Growing Up** unit covers two main themes: relationships and puberty.

#### **3.1 Relationships**

- a) Encouraging children to have an accurate picture of who they are as a person in terms of their characteristics and personal qualities.
- b) Knowing how to keep building their own self-esteem and that of others.
- c) Recognising how friendships change, know how to make new friends and how to manage when they fall out with friends.
- d) Know how to stand up for themselves and how to negotiate and compromise.
- e) Understanding how it feels to be attracted to someone and what having a boyfriend / girlfriend might mean.
- f) Understanding that there is no need to feel pressurised into having a boyfriend / girlfriend.
- g) Understanding and explaining how to stay safe when using technology to communicate with friends.
- h) Recognising and resisting pressures to use technology in ways that may be risky or cause harm to others.

#### **3.2 Puberty**

- a) To be aware of their own self-image and how their body image fits into this.
- b) Explaining how a girl's body changes during puberty and the importance of looking after yourself physically and emotionally.
- c) Understanding that puberty is a natural process that happens to everybody and that it will be OK for them.
- d) Describing how boys' and girls' bodies change during puberty.
- e) Expressing how they feel about the changes that will happen to them during puberty.
- f) Identifying what they are looking forward to about becoming a teenager and understanding this brings growing responsibilities.
- g) Being confident that they can cope with the changes that growing up will bring.

### **Year 6**

#### **3.3 Relationships**

- a) Identifying the most significant people in their lives so far.
- b) Understanding how it feels to have people in my life who are special to me.
- c) Knowing some of the feelings we can have when someone dies or leaves.

- d) Understanding that there are different strategies to help manage feelings associated with loss.
- e) Recognising when people are trying to gain power or control and knowing when to ask for advice.
- f) Understanding how technology can be used to try to gain power or control.
- g) Take responsibility for their own safety and well-being.

### **3.4 Puberty**

- a) Being aware of their own self-image and how their body image fits into that.
- b) Knowing how to develop their own self esteem.
- c) Explaining how boys' and girls' bodies change during puberty.
- d) Expressing how they feel about the changes that will happen during puberty.
- e) Understanding the importance of looking after yourself physically and emotionally during puberty.
- f) Being able to ask the questions they need answered about changes during puberty.
- g) Understanding that sexual intercourse can lead to conception and that this is how babies are usually made.
- h) To understand how being physically attracted to someone changes the nature of the relationship.
- i) Knowing how to prepare themselves emotionally for starting Key Stage 3.

### **Key Stage 3**

Both Year 7 and 8 pupils will be covering aspects of RSE within the Risk unit. Here they will be gaining an understanding of recognising risk and minimising harm, recognising peer pressure and how to react appropriately to it, as well as standing up for what they think is right.

### **Year 7**

### **3.5 Health Matters**

- a) Describing how a baby develops from conception through pregnancy, and how it is born.
- b) Expressing how they feel about the growing independence of becoming of teenager.
- c) Knowing how the media portrays young people, body image and health issues and that identity is affected by a range of factors including the media and a positive self-esteem.
- d) Identifying the factors that influence their choice about a healthy lifestyle.
- e) Understanding that health can be affected by emotions and knowing a range of ways to keep themselves healthy.
- f) Recognising their personal strengths and how this affects their self-confidence and self-esteem.
- g) Understanding that during adolescence there will be physical and emotional changes.
- h) Understanding how to manage puberty in a positive way.

## **Year 8**

### **3.6 Health Matters**

- a) The features of positive and stable relationships (including trust, mutual respect, honesty) and those of unhealthy relationships.
- b) To reflect on what qualities they might look for in their different relationships.
- c) To appreciate that relationships can cause strong feelings and emotions.
- d) Reflecting ways of minimising risk and dealing with pressure in relationships.
- e) Differentiating between media portrayal of relationships and those in real life.
- f) Understanding the importance of discussing important things such as contraception in a relationship.
- g) Identify some main forms of contraception and recall key facts about them.
- h) The choices and risks related to unprotected sex e.g. pregnancy.
- i) To recognise the portrayal and impact of sex in the media and social media (music videos, advertising).
- j) Have a greater understanding of the practical, physical and emotional realities of parenting.

### **4. Assessment**

In both Key Stage 2 and 3, teachers will assess pupils learning through talk and observations. Some lessons will require children to provide written responses and reflections according to the success criteria of the lesson. Children will be encouraged to set their own personal goals and challenges, set criteria for success and celebrate when they achieve them.

### **5. Inclusion**

Teachers will need to tailor each unit to meet the needs of the children in their classes. Teachers must take into account the differing genders, disabilities, cultures ethnicities, religion, beliefs and life experiences of the children they are educating.

### **6. Involving Parents and Carers**

The school will inform parents in advance of any RSE work being taught, offering all parents and carers the opportunity to come in and preview any resources and material which will be used in future lessons. The RSE policy will be available to read on the school's website alongside the Medium Term Plan.

### **7. External Contributors**

External contributors from the community, e.g. health promotion specialists and the school nurse, can make a valuable contribution to the RSE programme of study. Teachers will always be present during these sessions and remain responsible for the delivery of the PSHCE programme of study.

## **8. Answering Difficult Questions and Sensitive Issues**

Our school believes that children should have the opportunity to have their genuine questions answered in a sensible and matter-of-fact manner. At times, children may want to ask a more embarrassing or difficult question in class which they are reluctant to raise in a whole class situation. Consequently, in all classrooms, a question box will be present where children will be able to write down these types of questions and post them (anonymously if preferred). These will be read by the teacher prior to the following lesson and addressed appropriately using their discretion and professional judgement. If a teacher is concerned that a student is at risk of sexual abuse they will follow the school's child protection procedures.

## **9. Confidentiality and Safeguarding**

Our school's staff cannot promise absolute confidentiality if approached by a pupil for help. The children will be made aware of this within their initial RSE lessons. Child protection procedures will be followed immediately when any disclosure of abused or potential abuse are made.

## **10. Links to other policies and curriculum areas**

We recognise the clear link between RSE and the following policies:

- KS2 and KS3 science curriculum
- Equal opportunities Policy
- Child Protection Policy
- E-Safety Policy
- Code of conduct Policy
- Anti-Bullying Policy

## **APPENDIX – Supportive documents and resources**

All About Us: Living and Growing DVD, (4 Learning, 2012).  
Primary Sex & Relationship Education 5-11 year olds.  
ISBN: 9781847050182

Living and Growing Resource Books (4 Learning, 2005).  
Unit 1 – ISBN: 9781862154674  
Unit 2 – ISBN: 9781862154681  
Unit 3 – ISBN: 9781862155770

What's happening to me? (Boys) Usborne, (2015).  
ISBN: 9781409599609

What's happening to me? (Girls) Usborne (2015).  
ISBN: 9780746069950

All about me (Just for girls!) Topical Resources (2010)

All about me (Just for boys!) Topical Resources (2010)

Growing Up (Sex Education) DVD  
PSHE Age 9-11 (BBC, 2005)  
ISBN: 0563516380

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