

Churnet View Middle School

Relationships and Sex Education Policy

(Including Health)

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1. Statement of Intent

At Churnet View Middle School, we understand the importance of educating pupils about sex and relationships, in order for pupils to make responsible and well-informed decisions in their lives. DFE guidance states that the RSE curriculum is set about, 'To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.' The programme will be taught objectively and does not intend to promote any form of sexual orientation.

2. Statutory requirements

As an academy school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. For Years 7 & 8 we must provide RSE to all pupils 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 Churnet View Middle School we teach RSE as set out in this policy

3. Aims

The aims of Relationships and Sex Education in our school that are delivered through our PHSE/RSE lessons are:

Key Stage 2:

- Understanding what a relationship is and being able to interpret the differences between a healthy and unhealthy relationship.
- Preparing pupils to understand consent by establishing what personal space and boundaries are.
- Allowing pupils to gain an understanding of the diversity of family relationships
- How to recognise and report any form of abuse
- Understanding of positive emotional and mental wellbeing, including how positive friendships can support positive mental wellbeing
- Developing personal attributes that support healthy relationships, including friendships.
- To ensure that all pupils understand who their trusted adults are that they can report any concerns to.

Key Stage 3:

- Developing healthy, nurturing relationships of all kinds including friendships, colleagues and committed (and intimate) relationships.
- Positive effects that good relationships have on emotional and mental wellbeing including being able to identify when a relationship is not healthy and how to manage this.
- Gain an understanding of human sexuality and to respect themselves and others.
- Understanding consent and aspects of the law relating to sex.
- To ensure that all pupils understand who their trusted adults are that they can report any concerns to.

The Churnet View Middle School science curriculum encompasses:

Key stage 2

Pupils in Year 5 are taught:

- More about how girls' and boys' bodies change during puberty, including how they might feel about these changes.
- To identify things that they are looking forward to about becoming a teenager and to understand that growing up brings responsibilities.

Pupils in Year 6 are taught:

- That babies are made during sexual intercourse.
- To use their knowledge to answer questions their peers may have about getting older.
- The importance of looking after themselves physically and emotionally.

During Year 6 classes, pupils may be taught in gender-segregated groups dependent upon the nature of the topic being taught.

Key stage 3

Pupils in Years 7 and 8 are taught:

- The detailed process of human reproduction, including the physical and emotional changes that take place during puberty and adolescence.
- About fertility, including the constant fertility of the male and the cyclical fertility of the female.
- The menstrual cycle, including the different stages, and the emotional changes it brings.
- About fertilisation and pregnancy and the different stages involved, including foetal development in the uterus.

4. Curriculum

Curriculum map to follow due to newly appointed Head of Department – February 2023.

5. Delivery of RSE

In Key Stage 2 and Key Stage 3, RSE is taught within the weekly 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), DT, PE and Computer Studies.

At Key Stage 2:

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

At Key Stage 3:

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

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).

6. Roles and responsibilities

6.1 The governing board

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

6.2 The Senior Leadership Team

The Senior Leadership Team, along with the Head of Department are responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

6.3 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

All teaching staff, including Heads of Year and SLT teach elements of the RSE curriculum with resources provided to them by the curriculum lead.

6.4 Pupils

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

7. Dealing with sensitive issues

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about RSE. The protocols for discussion-based lessons with pupils are that:

- * No one (teacher or pupil) will have to answer a personal question
- * No one will be forced to take part in a discussion
- * The correct names for body parts will be used, but some discretion may be allowed in order to clarify where necessary
- * Meanings of words will be explained in a sensible and factual way
- * Teachers may use their discretion in responding to questions and may say that the appropriate person to answer the question is a grown up at home
- * Where a member of staff is concerned that a child protection issue is arising it is his/her responsibility to follow the Churnet View Middle School Child Protection/Safeguarding Policy in this matter.

8. Parents' right to withdraw

In Years 5 & 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.

Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the Headteacher.

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

Years 7 & 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. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in **Appendix 1** of this policy and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action.

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

9. Training

The PHSE/RSE coordinator or members of the Senior Leadership Team might invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring Arrangements

RSE will be monitored by the curriculum lead and SLT. It is the leader's responsibility to:

- a) Ensure that RSE occurs in the school's curriculum
- b) Monitor the use of teaching materials
- c) Evaluate the effectiveness of the school's programme

The delivery of RSE is monitored by the curriculum lead and SLT through book trawls, learning walks, staff and pupil voice surveys.

Pupil's development in RSE is monitored by class teachers.

Appendix 1



To be completed by parents			
Name of child:		Class:	
Name of Parent:		Date:	
Reason for withdrawing from sex education within Science lessons			
Any other information you would like the school to consider			
Parent Signature:			
To be completed by the school			
Agreed actions from discussion with parents:			
Signed:		Date:	