



Monkseaton Middle School

Relationship and Sex Education Policy

September 2020

Statutory regulations and guidance

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, require all schools from September 2020 to deliver Relationships Education (in primary schools) and Relationships and sex education (in secondary Schools). Health Education is compulsory in all schools except independent schools.

We include the statutory Relationships and Health Education within our whole-school iLearning Programme. Sex education is included in the Science curriculum

Documents that inform this RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Keeping children safe in Education – Statutory safeguarding guidance (2016)
- Relationships and Sex Education RSE Secondary- Statutory Guidance July 2019

This policy has been completed through consultation with key stakeholders including the senior leadership team, governors, parent and carers and pupils.

Guidelines

- The content of the programme will endeavour to meet the needs of children between the ages of nine and thirteen who may be at very different stages of physical, mental and emotional maturity.
- In dealing with the more sensitive and controversial areas of relationships and sex education, the teaching provided will offer balanced and factual information and will acknowledge the major ethical issues as necessary.
- Relationship and Sex education will be given in a manner, which encourages pupils to have due regard to moral considerations and the value of family life.
- Parents will be given the opportunity to discuss the programme of relationships and sex education with teachers and governors and also view the materials and resources to be used if they so wish.
- Parents are informed of their right to withdraw their children from the school’s programme of sex education through the school’s website.
- Where outside speakers are used, they will be advised of the school’s policy and will always have the teacher in attendance.
- CPD training for staff will be arranged as necessary and appropriate.
- The iLearning co-ordinator will have responsibility for overseeing the delivery of the Relationship and sex education programme.

Rationale

We define ‘relationships and sex education’ as learning about physical, moral and emotional development that young people need in order to understand their own and others sexuality. Whilst knowledge of biology and the reproductive system is important, RSE is concerned with attitudes and values, personal and social skills, respect for self and others, family, stable loving relationships, feelings, gender roles and decision-making. It is about the physical, emotional, social, moral and legal dimensions of human sexuality as well as factual teaching about sex, sexuality and sexual health.

We believe it is important to address this area of the curriculum because pupils have a universal entitlement to learning that will enable them to live safe, fulfilled and healthy lives. The programme contributes to protecting children and young people by addressing national and local health priorities.

Aims

- Prepare young people for the physical, emotional and social changes associated with puberty.
- Provide knowledge about the processes of reproduction and the nature of sexuality and relationships.
- Develop the acquisition of skills and attitudes which will encourage pupils to manage their relationships in a responsible and healthy manner.
- Encourage the development of attitudes and values, personal and social skills, respect for self and others, family, stable loving relationships, feelings, gender roles and decision-making.
- Learn about physical, moral and emotional development that young people need in order to understand their own and others sexuality.
- Encourage self-esteem.

The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people, and which ensure young people take responsibility for their actions.

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- Marriage
- Consent, including the age of consent
- Violence against women and girls
- Online behaviours including image and information sharing (including 'sexting', youth produced sexual imagery, nudes, etc.)
- Pornography
- Abortion
- Sexuality
- Gender identity
- Substance misuse
- Violence and exploitation by gangs
- Extremism and radicalisation
- Criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- Hate crime
- Female genital mutilation (FGM)

Teaching methodologies

The RSE programme will be taught through a range of teaching methods these are outlined in the scheme of work. Our programme recognises that young people will bring prior learning and real-life experiences to their learning. Our programme respects and builds on these, providing a programme that reflects both the universal and unique needs of our young people.

We will ensure that all RSE sessions remain positive in tone by setting clear expectations at the beginning of the year and reinforcing them at the start of each topic. Behaviour will also be managed according to the Behaviour for Learning Policy.

We will ensure cross-curricular learning by keeping an up-to-date audit of whole school deliveries and liaising with both curriculum and pastoral teams. Working closely with key subjects to ensure cross-curricular learning is explicit.

Learning about relationships and sex in iLearning lessons/ WOW events will complement learning in Science and Religious Education in iLearning. For a more detailed view of where and when aspects are delivered, please see the relevant iLearning education overview/curriculum documents and scheme of work. These are available on the school websites or hardcopies are available on request.

How learning is assessed

As with any learning, the assessment of young person's personal, social and emotional development is important. It provides information that indicates their progress and achievement informs the development of the programme.

A young person does not pass or fail in this area of learning but has the opportunity to reflect on their own learning and personal experiences and set personal goals and agree strategies to reach them. This process of reflective assessment has a positive impact on young person's self-awareness and self-esteem, and there are opportunities to record learning and progress in different ways. We will assess pupil's learning through; in class question and answer, discussion, group work, peer assessment, self-assessment and marking.

Special Educational Needs

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

Equal Opportunities

RSE will be given to ensure quality of access for all pupils, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination.

Confidentiality and advice:

- Teachers can provide young people with information about where and from whom they can receive confidential personal and sexual health advice and treatment. This could be a referral to health professionals.
- Issues of confidentiality are fundamental to Relationship and Sex Education, but pupils must be made aware that some information cannot be held in confidence.
- Any disclosure or suspicion of possible child abuse would invoke the school's safeguarding procedures. (See Child Protection Policy)

Parents' right to withdraw their child from RSE

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.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

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

If a parent or carer requests that their child be removed from 'sex education', the school will provide support by ensuring the child understands that if they have questions, they may still speak with a member of staff directly. The school will also provide other PSHE education work on the themes of positive social relationships and managing change. This will be completed in a supervised location in school.

Please see below a useful document produced by the government, which provides answers to frequently asked questions:

<https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>

Science and RSE

At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty and gametes

At key stage 3 and 4, it includes teaching about reproduction in humans; for example, the structure and function of the male and female reproductive systems, menstrual cycle, fertilisation, gestation, and birth.

Complaints Procedure

Any complaints or concerns about the Relationships and Sex Education programme should be made to the class teacher in the first instance. Parents can choose to follow the MMS complaints procedure if they feel things are not resolved.

Policy available to parents and carers

This policy will be available to parents and carers through the school website and hardcopies will be made available on request.

RSE Policy Links

This policy supports/complements the following policies:

- Child Protection and safeguarding Policy
- Child Protection Policy
- Complaints Procedure Policy
- Confidentiality Policy
- Drugs Policy
- Equality Policy

Appendix 1

Sex and Relationship Education Overview 2020 - 2021

The following document is an overview of the SRE content within the iLearning scheme of work. The subject iLearning includes PSHE, Citizenship and RE and there may be other points in this SOW where SRE is discussed.

Relationships Education: KS2

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Children will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, how to treat each other with kindness, consideration and respect.

By the end of KS2, pupils will have been taught content on:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Puberty, where reference will be made to sexual intercourse

Year 5

SRE will be delivered as a drop-down day. This means all lessons will be delivered in the course of a day.

SRE Drop down Day

	LO and Success criteria	SOW
Lesson 1	<p>The Big Questions What are loving relationships like? What kinds of families are there? LO: I understand that there are many different types of relationships and families. Success Criteria</p> <ul style="list-style-type: none"> • I can identify and discuss different types of families. • I can describe and use terms such as gay, lesbian, single parent, fostered, adopted, married and civil partnership. • I can discuss similarities and differences in relationships and families. 	<ul style="list-style-type: none"> • R 4 To recognise different types of relationship, including those between acquaintances, friends, relatives and families
Lesson 2	<p>Your body is your own The Big Questions Why is looking after our bodies so important? What is autonomy and what is consent? LO: I know that my body belongs to me and that I have control over what happens to it. Success criteria</p> <ul style="list-style-type: none"> • I understand that I can make choices about what happens to my body. 	<ul style="list-style-type: none"> • R8 To judge what kind of physical contact is acceptable or unacceptable and how to respond • H11. To recognize their increasing independence brings increased responsibility to keep themselves and others safe • H13. How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media

	<ul style="list-style-type: none"> • I understand the difference between wanted and unwanted contact. • I know what to do if I am worried about a friend or myself. 	<ul style="list-style-type: none"> • H14. To recognize when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong
Lesson 3	<p>Taking care of your changing body The Big Questions How do our bodies change during puberty? How can we take care of our changing bodies? LO: I understand how to take care of my changing body. Success Criteria</p> <ul style="list-style-type: none"> • I can identify some physical changes that our bodies go through during puberty. • I understand why we need to change some of our habits and routines, as we get older. • I know how to meet the changing needs of my body. 	<ul style="list-style-type: none"> • H18. How their body will, and emotions may, change as they approach and move through puberty
Lesson 4	<p>It's your body – own it – harmful substances The Big Questions What are drugs, alcohol and tobacco and what are the effects of using them? What are the risks of taking harmful substances? How can we make good choices about dangerous substances? LO: I understand the harmful effects of using drugs, including alcohol, and tobacco. Success criteria</p> <ul style="list-style-type: none"> • I can identify what a drug is and can discuss how different drugs affect the body. • I can suggest where pressure might come from to try drugs, including alcohol and tobacco. • I know what to do if I feel pressured to try a harmful substance. 	<ul style="list-style-type: none"> • H17 Which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted, and some are illegal to own, use and give to others • R7 That their actions affect themselves and others
Lesson 5	<p>Operation Encompass Outside speaker</p>	<ul style="list-style-type: none"> • R10 To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognize and care about other people's feelings and to try to see, respect and if necessary, constructively challenge others' points of view.

Year 6

These lessons will be taught during timetabled iLearning lessons

Summer 2	What makes a happy and healthy relationship?	Aim from SOW
Lesson 1	<p>Court Room Game. This is the first of three lessons, which starts the work on Domestic abuse. The other two are taught in Years 7 and 8.</p> <ul style="list-style-type: none"> • Think about the impact of gender stereotypes; • Think about some of the assumptions underlying stereotypical views of male and female behaviour and how these stereotypes affect them and their own reactions; • That such stereotypes can be challenged and that they can take responsibility for arguing against ideas which seem to them to be wrong, even if this is not the majority opinion 	<ul style="list-style-type: none"> • To talk about their opinions and explain their views • To debate topical issues, problems and events • Why and how rules and laws <ul style="list-style-type: none"> • are made and enforced, why different • rules are needed in different situations • and how to take part in making and <ul style="list-style-type: none"> • changing rules • That their actions affect themselves and others, to care about other people’s feelings and to see things from their points of view • To be aware of different types of relationships, including marriage and those between friends and families, and to develop the skills to be effective in relationships • To realize the nature and consequences of bullying and aggressive behaviours, and how to respond to them and ask for help • R3 to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships • To recognize and challenge stereotypes
Lesson 2	<p>Growing up – changing bodies</p> <p>The Big Questions:</p> <p>What are the changes that occur in boys’ and girls’ bodies during puberty?</p> <p>How can we look after our changing bodies as we grow?</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can use scientific vocabulary when talking about the human body. • I can discuss changes my body will go through and I know what to expect. • I can explain how to look after my changing body. • I can explain how to protect my body and stay safe. 	<ul style="list-style-type: none"> • H20 About taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; • H23 about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe

<p>Lesson 3</p>	<p>Emotional changes The Big Questions:</p> <ul style="list-style-type: none"> • How might our thoughts and feelings change during puberty? • How can we deal with difficult feelings and moods? <p>Success criteria</p> <ul style="list-style-type: none"> • I can use scientific vocabulary when talking about puberty and changes. • I can discuss the emotional changes I might experience and I know what to expect. • I know where to get help and advice if I need it 	<ul style="list-style-type: none"> • H1 What positively and negatively affects their physical, mental and emotional health • H2 How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle • H6. To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others • H7. To recognize that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them
<p>Lesson 4</p>	<p>Just the way you are The Big Question:</p> <ul style="list-style-type: none"> • Is there an ideal kind of body? • What information can affect how we think and feel about our bodies and ourselves? <p>Success criteria</p> <ul style="list-style-type: none"> • I understand the term 'body image'. • I can name some things that affect the way we see ourselves. • I appreciate that people have different bodies and can look very different from one another 	<ul style="list-style-type: none"> • H4 To recognise how images in the media (and online) do not always reflect reality and can affect how people feel
<p>Lesson 5</p>	<p>Relationships The Big Questions:</p> <ul style="list-style-type: none"> • What is a loving relationship? • What kinds of loving relationships are there? <p>Success criteria</p> <ul style="list-style-type: none"> • I understand the terms associated with love, relationships and sexual orientation. • I appreciate that people differ in terms of sexual orientation and who they love. • I can describe what makes a loving relationship. 	<ul style="list-style-type: none"> • R2 to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships • R6 that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves • R19.that two people who love and care for one another can be in a committed

		<p>relationship and not be married or in a civil partnership</p> <ul style="list-style-type: none"> • H19.about human reproduction
<p>Lesson 6</p>	<p>Let's talk about sex</p> <p>The Big Questions:</p> <ul style="list-style-type: none"> • What is a sexual relationship? • Who can have a sexual relationship? • What is an STI? • How can an STI be prevented? <p>Success criteria</p> <ul style="list-style-type: none"> • I can describe the terms 'sexual relationship' and 'sexual intercourse'. • I can explain who can have a sexual relationship, according to the law. • I can explain what an STI is and I know how these can be prevented 	<ul style="list-style-type: none"> • H19.about human reproduction

Relationships and Sex Education at KS3

Relationships and Sex Education will build on the teaching at primary. It aims to give young people the information they need to help them develop healthy, nurturing relationships of all kinds.

At MMS we will cover content on what healthy and unhealthy relationships look like and what makes a good friend, colleague and successful marriage or committed relationship. At the appropriate time, the focus will move to developing intimate relationships, to equip your child with knowledge they need to make safe, informed and healthy choices as they progress through adult life.

By the end of secondary school, pupils will have been taught content on:

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

Year 7

These lessons will be taught during timetabled iLearning lessons

Summer 1	Relationships Self-esteem, romance and friendships Managing puberty and the issues of unwanted contact	
Lesson 1 and 2	Family life	
Lesson 3	Assessment	
Lesson 4	Feedback and improvement	
	LO and Success criteria	Aim from SOW
Lesson 5	Lesson 1 – Puberty Rise above puberty lesson - recap To develop understanding of and strategies to manage the physical and emotional changes of puberty; Skills and attribute <ul style="list-style-type: none"> • Self - regulation • Developing and maintaining a healthy self - concept • Evaluating the arguments and opinions of others 	<ul style="list-style-type: none"> • Describe the physical and emotional changes that occur during puberty • Identify ways of managing the changes that occur during puberty • Explain where to seek advice and support about the changes that occur during puberty
Lesson 6	Lesson 2 – Rise above - Body image We are learning about how social media can influence and affect perceptions about body image and cause stress.	<ul style="list-style-type: none"> • Recognise the impact of social media on body image • Know who to ask for advice and where to look for guidance on body image and online stress, including on the Rise Above website • Use techniques for minimising stress that may arise from a negative perception of our body image influenced by social media.
	Half term	
Lesson 7	Lesson 3 – Rise above - Dealing with change	<ul style="list-style-type: none"> • Identify changes and transitions that can take place during adolescence

		<ul style="list-style-type: none"> • Describe the impact that change can have • Explain different ways of managing change and where to seek support
Lesson 8	Lesson 4 - Un written rules – managing change	<ul style="list-style-type: none"> • Explain how some unwritten rules can lead to stereotypical expectations; identify what may lead to conflict between people; • Identify that some unwritten rules can influence our perception of what is masculine and feminine and reinforce our view of what is acceptable and unacceptable in a relationship; understand why conflict occurs and know some simple effective strategies for managing conflict • Explain how and why conflict can occur in relationships and know and feel confident about using assertive techniques for dealing with such conflict
Lesson 9	Positive relationships	

Year 8

These lessons will be taught during timetabled iLearning lessons

Summer 1	Relationships	Aim from SOW
Lesson 1	<p>Developing empathy Students develop empathy through role-play activities. Working in groups, using scripts or hot seating, students start to appreciate the feelings of people involved in negative experiences.</p>	<p>L1. To recognize, clarify and if necessary, challenge their own core values and how their values influence their choices R1. The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.) L1. To recognize, clarify and if necessary, challenge their own core values and how their values influence their choices R1. The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.)</p>
Lesson 2	<p>Consent What we mean by 'consent' how and where to access support Success criteria</p> <ul style="list-style-type: none"> • Explain what is meant by 'consent', and what this means within healthy relationships • Explain some consequences of not giving consent to sexual activity • Describe how and where to access support and how to support a friend who may be experiencing abuse 	<p>L5. About the primacy of human rights; and how to safely access sources of support for themselves or their peers if they have concerns or fears about those rights being undermined or ignored R1. The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.) R5. That relationships can cause strong feelings and emotions (including sexual attraction) R13. To understand the importance of friendship and to begin to consider love and sexual relationships in this context R18. That consent is freely given and that being pressurized, manipulated or coerced to agree to something is not consent; that the seeker of consent is responsible for ensuring that consent has been given and if consent is not given or is withdrawn, that decision should always be respected R19. About the law in relation to consent (including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given) R20. How to seek the consent of another person and be sure that consent has been given; how to assertively withhold or withdraw consent</p>
Lesson 3	<p>Abusive teenage relationships To deepen understanding of relationship abuse, how to identify it and how to access support</p> <ul style="list-style-type: none"> • I understand and can explain what is meant by the term 'relationship abuse'. • I understand and can identify the different types of abuse that can be present within relationships. • I have some ideas about how to get help with relationship abuse 	<p>R1. The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.) R6. The features of positive and stable relationships (including trust, mutual respect, honesty, equality) and those of unhealthy relationships (including imbalance of power, coercion, control, exploitation, abuse of any kind) R14. To understand what expectations might be of having a girl/boyfriend R15. To consider different levels of intimacy and their consequences</p>

Lesson 4	<p>Domestic violence</p> <ul style="list-style-type: none"> • Understand and explain what is meant by the term ‘domestic abuse’; • understand and identify the different types of abuse that can be present within domestic abuse; • have some ideas about how to get help and support a person that is experiencing domestic abuse, including what help and advice is available in school; • understand and describe the different types of behaviour that can constitute domestic abuse; • think about, express and explain views on domestic abuse that are not their own 	<p>R1. The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.)</p> <p>R6. The features of positive and stable relationships (including trust, mutual respect, honesty, equality) and those of unhealthy relationships (including imbalance of power, coercion, control, exploitation, abuse of any kind)</p> <p>R9. The nature and importance of marriage, civil partnerships and other stable, long-term relationships for family life and bringing up children</p>
Lesson 5	<p>Exploitation</p> <ul style="list-style-type: none"> • State what the word “exploitation” means. • Identify if his or her boyfriend or girlfriend is exploiting someone. • Explain how some people gain power and control over other. • Empathise how being exploited can make young people feel. • Evaluate the features and benefits of a healthy relationship. 	<p>R1. The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.)</p> <p>R6. The features of positive and stable relationships (including trust, mutual respect, honesty, equality) and those of unhealthy relationships (including imbalance of power, coercion, control, exploitation, abuse of any kind)</p>
	<p>Throughout these lessons</p>	<p>R29. The support services available should they feel, or believe others feel, they are being abused or in an unhealthy relationship and how to access them.</p>

To be completed by parent/career			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing your child from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/career signature			