

Berwick Middle School Sex and Relationships Education Policy



Date agreed by Governors	May 2016
Date of review	May 2018
Responsible officer	Derryth Hope

Context.

All maintained secondary schools in England have a statutory requirement to teach a programme of sex education including work on HIV, AIDS and other sexually transmitted infections.

All maintained schools, including primary schools, are also required to have an SRE policy even if that does not extend beyond the science curriculum.

This policy covers Berwick Middle School's approach to all sex and relationships education whether that is through externally delivered programmes or as part of the school's own curriculum most notably in Science, PSHE, but also where SRE issues may be delivered in other curriculum areas.

This policy has been initially produced by the Headteacher but in consultation with all staff and a representative group of parents. Where appropriate, consultation with external agencies (School Health team, Local Authority support etc) has been sought.

All parents will be able to access the policy through the school website or by contacting the Office for a paper copy. Should translated copies be required, the school will make every effort to make this possible.

Any parent has a right to withdraw their child from all/any specific part of Sex and Relationships Education (other than those elements required by the National Curriculum Science Orders) and can do this simply by contacting the form tutor in the first instance.

The policy will be reviewed every two years.

Aims.

We believe that all our students are entitled access to effective sex and relationships education as a part of their preparation for adult life. Relationship education, including, where appropriate, sex education, is delivered largely through PSHE lessons and complements our Science curriculum. Positive and safe non-sexual relationships are promoted as part of the school ethos.

Rationale.

Berwick Middle School has chosen to adopt the NHS definition and explanation of SRE - 'Sex and Relationships Education is lifelong learning, and it is about much more than just sex. It includes learning about sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.'

We believe that effective Sex and Relationships education is essential because;

- It can be seen to support young people through the many physical and emotional changes they will experience during their time here at BMS, and beyond

- Where it is effectively and appropriately taught, SRE is seen to have a positive impact on young people's knowledge and attitudes, encourage the delay of early sex and reduce pregnancy rates
- As young people, they need the opportunity to discuss their beliefs and values and be able to compare these, appropriately, to the beliefs and values of others.
- It is essential to empower young people to make reasoned and sensible decisions through informed choice
- It helps our young people to understand the importance of respect, care and stability within any relationship
- An intrinsic part of our work is to develop the self-esteem of individuals and enable them to build positive and safe relationships which are free from any abuse
- It is part of the universal entitlement of young people which will help them to live safe, fulfilled and healthy lives.

What are we Required to Teach?

At Berwick Middle School, children access 1 lesson of PSHE per week and 3 lessons of Science in Key Stage 2 and 4 lessons at Key Stage 3. Sex and Relationships Education is embedded in these lessons with a minimum coverage as follows;

At Key Stage 2.

Sex and relationship education should contribute to the foundation of PSHE and Citizenship by ensuring that all children:

- develop confidence in talking, listening and thinking about feelings and relationships;
- are able to name parts of the body and describe how their bodies work;
- can protect themselves and ask for help and support; and
- are prepared for puberty.

Through the Science Curriculum.

Children should know and understand;

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

At Key Stage 3

At secondary school level, sex and relationship education should prepare young people for an adult life in which they can:

- develop positive values and a moral framework that 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 reasons for having protected sex;

- understand the consequences of their actions and behave responsibly within sexual and pastoral 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 and, where they have one, their partner from unintended/unwanted conceptions, and sexually transmitted infections including HIV;
- avoid being exploited or exploiting others;
- avoid being pressured into unwanted or unprotected sex;
- access confidential sexual health advice, support and if necessary treatment; and
- know how the law applies to sexual relationships

Through the Science Curriculum

Children should know and understand;

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

What Values do we Promote?

At Berwick Middle School, we value positive and healthy relationships. Through SRE we promote the importance of seeking, developing and nurturing stable relationships and positive communication.

Working with Parents.

We are committed to working with parents and carers and offer support through Parents Information Evenings (a variety of themes are addressed in these), providing materials through our website and Parentmail and by being available to discuss any issues related to SRE.

We will notify parents through Parentmail or in writing when particular aspects of sex and relationships are due to be discussed and will communicate the right for parents to withdraw their children at this time.

Should a child be withdrawn from SRE lessons we will provide an alternative space in which they can work and are happy to provide suitable work for the child or liaise with parents about them providing materials.

A Balanced Curriculum.

While promoting the values above, we will ensure that pupils are offered a balanced programme by ensuring that teachers do not deliberately set up polarising debates in class, but do offer a range of views in a sensitive manner. The school will ensure that children always have access to the learning they need to stay safe, healthy and understand their

rights as individuals. This will include clear, impartial scientific information as well as covering the law in relation to relevant issues.

The Taught Programme.

The programme is led by the **Foundation Lead for Health** and is taught and supported by all members of teaching staff and the school nurse service.

Complementary Policies.

This policy should be considered in light of the school's policies on; Safeguarding and Child Protection, Equalities, E-Safety, Bullying, and PSHE.

Sex and Relationships at Berwick Middle School

Year group	Topics covered	Aims	Outcomes	Methodology	Differentiation	Assessment
5	Life cycles Growing up and Growing old	About the main stages of the human life cycle. Compare and contrast plant and animal life cycles. To understand the physical and emotional changes to the body during puberty.	Know some of the main parts of the human body, including reproductive organs. Know the key stages of the human life cycle and the role of sexual reproduction in this. Know and understand the main physical changes to male and female bodies. Know and understand the process of the menstrual cycle Know how to deal with any emotional changes which may occur Know how to keep healthy during puberty	In science lessons; collaborative work, independent written tasks, peer and self review, card sorts, diagrams and flow charts.	Differentiated tasks or text. Differentiated support within the classroom.	End of topic assessment
5	My body Relationships/friendships/ Safety education	Explore relationships Foster positive attitudes (self esteem, confidence, tolerance, respect for others opinions) Looking after yourself	To be prepared for puberty. To develop confidence in talking, listening and thinking about feelings and relationships. Able to protect themselves and ask for help and support.	In PSHE lessons; Philosophy, discussion, Collaborative work, diagrams, art work, ICT, role play. School nurse visit. Video, Q and A Discussion	Tasks allow to work at own level. Careful pairings/groupings	End of unit review
6	Classifying Critters	That life processes common to humans and other animals include nutrition, growth and reproduction.	Know the 7 life processes MRS NERG, including reproduction.	In science lessons; collaborative work and peer review.	Differentiated support within the classroom.	End of topic assessment
6	Changing bodies & puberty Hygiene Keeping Healthy	That your body begins to change. That it is important to keep hygienic and healthy	To be prepared for puberty. Know the how to keep healthy and hygienic as your body changes.	In PSHE lessons; Philosophy, mind maps, diagrams, role play, collaborative work, sharing feelings, discussion, Q and A	Differentiated tasks, careful pairings, and groupings	End of unit review

Year group	Topics covered	Aims	Outcomes	Methodology	Differentiation	Assessment
7	Reproduction	That fertilisation in humans is the fusion of a male and female cell. About the physical and emotional changes that take place during adolescence. About the human reproductive system, including the menstrual cycle and fertilisation. How the foetus develops in the uterus. The stages involved in pregnancy	Will be aware of their sexuality and understand human sexuality. Understand the arguments for delaying sexual activity. Understand the reasons for having protected sex. Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships. Have sufficient information and skills to protect themselves and, where they have one, their partner from unintended/unwanted conceptions. Effects of maternal lifestyle on the foetus	In science lessons; collaborative work, independent written tasks, peer and self review, card sorts, diagrams and question/answer group discussions.	Differentiated tasks or text. differentiated support within the classroom. Key words.	End of term assessment
7	Relationships Changing Emotions Growing up	Be aware that physical changes at puberty effect feelings. Develop self confidence/ self esteem.	Have developed positive values and a moral framework that will guide their decisions, judgements and behaviour. 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.	In PSHE lessons; Collaborative work, Agony Aunt problems, diagrams, role play, question box, self image, role models, quiz, questionnaires	Differentiated tasks or tasks that allow to work at own level. Key words	End of unit review
8	Microbes and disease	How the growth and reproduction of bacteria and the replication of viruses can affect health.	Have sufficient information and skills to protect themselves and, where they have one, their partner from sexually transmitted infections including HIV. Understand the reasons for having protected sex.	In science lessons; collaborative work, independent written tasks, peer and self review, card sorts, diagrams and question/answer group discussions.	Differentiated tasks or text. Differentiated support within the classroom. Key words.	End of term assessment
8	You and your feelings, opinions & values You and your body Sex and relationships		Understand the arguments for delaying sexual activity. Understand the reasons for having protected sex. Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships. Have sufficient information and skills to	In PSHE lessons; Collaborative work Scenarios-discussion, Role play, fact/fiction Sequencing fact cards, quiz, Independent, pairs, groups	Differentiated tasks or text. Careful pairings/ groupings Key words.	End of unit review

			<p>protect themselves and, where they have one, their partner from unintended/unwanted conceptions, and STIs including HIV.</p> <p>Avoid being exploited or exploiting others.</p> <p>Avoid being pressured into unwanted or unprotected sex.</p> <p>Access confidential sexual health advice, support and if necessary treatment.</p> <p>Know how the law applies to sexual relationships.</p>	<p>School nurse visit; video, question and answer, opinion lines and group discussion.</p>		
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