



Sex and Relationship Policy

Date reviewed: Mar 2017

Date to be reviewed: Mar 2019

Status: Statutory

Purpose:

Sex and relationship education is an entitlement for all pupils at Middleton School. We strive to ensure that all pupils develop the skills and knowledge to make informed decisions and keep themselves safe.

All young people, at all ability levels, will develop physically and emotionally, and will need to be guided to understand their feelings and changes within their own bodies. Decisions about how they relate to others are aided by knowledge and understanding of their own physical and emotional development. We also value the role which Sex and Relationship Education plays in the development of confidence, positive attitudes and self esteem for all pupils in our school.

Aims:

- To incorporate Sex and Relationships Education (SRE) into the whole school PSHE framework.
- To prepare pupils for the opportunities, responsibilities and experiences of life.
- To explore, discuss and clarify attitudes and values.
- To encourage pupils to adopt a healthy lifestyle.
- To teach pupils the process of human reproduction; with a progressive level of information as they move through the school.
- To teach and explore appropriate interactions with others, and model appropriate and positive social relationships with others.
- To develop a 'sense of self'; encouraging self respect, dignity, and the acquisition of skills and knowledge to keep themselves safe.

Moral values of the SRE policy:

Our aim is for all pupils to develop increased self esteem and emotional well being, through a range of both formal and informal teaching opportunities. We aim for pupils to develop their own values and attitudes towards relationships through the guidance of our school's communal values:

- Middleton School is a caring community which values the respect of pupils for both themselves and for others.
- Relationships are based upon care, trust and honesty.
- Self discipline is an important part of teaching and learning.
- Tolerance of differences and valuing themselves and others as unique individuals is a priority.
- Expectations of acceptable behaviour are clear and adhered to.
- Keeping themselves and others safe is highly valued.
- Pupils are encouraged to meet their optimum independence levels and self help skills are valued and developed.
- The development of decision making skills and assertiveness is promoted, so that pupils are confident to 'say no' in appropriate situations.
- The ability to lead, make suggestions and offer opinions is encouraged throughout all aspects of learning.
- For pupils to feel confident and secure in expressing their individuality.
- Recognition that our pupils come from a wide variety of home and family circumstances, and that all are valued and celebrated equally.
- The ability to work cohesively as part of a team and respect the opinions of others is promoted.
- An ethos of collective responsibility for ensuring a safe, happy, and supportive learning environment is promoted at all times.

Partnership with Parents:

The teaching of SRE is not a task for the school in isolation, and we seek to work with parents and carers to ensure that the teaching of SRE reflects parental expectations and complements teaching and values held at home.

The SRE Policy and Scheme of work have been shared with our parent council, and are available for all parents and carers to view on the Middleton School website.

Parents and carers have a right to withdraw their child from some, or all SRE lessons, but not those which fall under the jurisdiction of National Curriculum Science lessons. **These lessons are statutory for all pupils.** Parents and carers are advised to view the SRE scheme of work, and then contact the Headteacher if they wish to withdraw their child, so that she

can be made aware of the reasons and discuss an appropriate course of action.

Organisation of SRE:

There are aspects of SRE which make up part of our Science curriculum, and other aspects which form part of our PSHCE curriculum. However, the core values of SRE are integrated into the whole curriculum and are not taught discreetly as a separate subject. There are guidelines which suggest when specific aspects should be taught, and these are set out within the Science, PSHCE, RE, PE and SRE Curriculum Overview and Scheme of Work.

Teaching staff have the main responsibility for the delivery of SRE within the classroom, although they will plan and liaise with other professionals, where appropriate, to ensure that the pupils receive a balanced and informative programme. The school curriculum outlines the delivery of sessions for year five and six pupils, to deliver basic information about body changes and development, as they approach and enter puberty. Teaching staff are able to access training in the delivery of SRE, and request resources which they believe will assist in this delivery.

Teaching Strategies:

As with all areas of the curriculum, we believe in delivering an individualised and differentiated approach to learning for our pupils. We focus upon the 'Relationships' aspect of SRE from the moment a pupil arrives in our school, and relationships and positive interactions with others are central to the learning process throughout the school.

We aim to provide an interactive learning environment, which is motivating and allows pupils to practise skills as well as to gain information and knowledge.

We strive to deliver a practical, kinaesthetic approach to learning and offer pupils many opportunities to practise their skills in real situations, both in school, and within the wider community.

All discreet SRE lessons will have clear aims and learning outcomes.

We also plan to allow time for reflection, to allow pupils to consolidate and reflect upon their learning experiences.

Monitoring of SRE:

The Science and PSHCE Subject Leaders will monitor teaching and learning within their subject. Implementation will be monitored by the Headteacher and PSHCE Subject Leader, and reported to the Governing Body.

Pupil progress within SRE is monitored and assessed on an annual basis, and progress within PSHCE is assessed on a termly basis. PSHCE targets are set annually for all pupils and reviewed on two occasions throughout the academic year. Progress is reported to parents and carers annually as part of each pupil's Annual Review process.

Confidentiality and Child Protection:

All staff members and visitors who may work with pupils in the delivery of the SRE curriculum will be given a copy of this policy and also a copy of our Child Protection Policy. This is to ensure that they are familiar with expectations concerning current procedures and practice, and that they are aware of how to respond to issues that arise, including those which relate to Safeguarding.

Within lessons we provide pupils with the opportunity to have their questions answered in a safe, secure environment.

Extra Curricular Activities:

Pupils are encouraged to join extra curricular activities, (such as Change for Life Club, Basketball Club, Cooking Club etc) where they have opportunities to work alongside peers of a range of ages and form new friendships and relationships. These activities also promote healthy lifestyles and support objectives taught through the PSHCE and SRE curriculum.

Inclusion Statement:

Middleton School is committed to ensuring that the curriculum delivery is made relevant and accessible to all pupils, and that it is taught in a way which is age, stage and ability appropriate.