

ALAMEDA MIDDLE SCHOOL



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RELATIONSHIP AND SEX EDUCATION POLICY

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RELATIONSHIP AND SEX EDUCATION POLICY

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RELATIONSHIP AND SEX EDUCATION POLICY

1. AIM

The aim of this policy is to clearly communicate to staff, parents, visitors and pupils the manner in which Relationship and Sex Education (RSE) is delivered at Alameda Middle School.

2. RATIONALE AND ETHOS

This policy covers our school's approach to the delivery of Relationship and Sex Education. It was produced by the PSHE Subject Leader through consultation with the Deputy Headteacher, Head Teacher, pupils, parents and School Governors.

- We define 'relationships and sex education' as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).
- We believe relationships and sex education (RSE) is important for our pupils and our school because we need to ensure pupils are taught the knowledge and life skills they will need to stay safe and develop healthy and supportive relationships, particularly dealing with the challenges of growing up in an online world.
- We view the partnership of home and school as vital in providing the context of an appropriate and accurate RSE education in which all children are provided to a good quality education.
- Our school's overarching aims for our pupils is to make sure we provide a comprehensive programme of RSE which provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships as well as staying safe both on and offline.
- We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by making sure that lessons taught are differentiated in order to suit the needs of each individual pupil.
- We ensure RSE fosters gender equality and LGBTQ+ equality by making sure that our lessons are inclusive and will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect, enabling schools to meet the requirements, and live the intended spirit, of the Equality Act 2010.

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- The intended outcomes for our pupils in RSE are:
- know and understand through the delivery of RSE that children can explore their understanding of 'keeping safe' in an age-appropriate way. It will also help them develop appropriate behaviour to protect themselves (DHSSPS, 2013).
- understand they have a right to high-quality Relationships and Sexuality Education that is relevant to their lives today.
- understand as a school have a responsibility to support pupils' spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life.
- develop the skills of how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts.
- how to recognise and manage emotions within a range of relationships.
- how to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters.

3. ROLES AND RESPONSIBILITIES

The RSE programme will be led by the Subject Leader for PSHE, RE and Values.

- It will be taught by subject staff who are comfortable delivering the sessions to the groups and if necessary the subject leader or a suitably prepared cover supervisor.
- It will be supported by the Subject Leader through drop in sessions and support sessions set up for staff delivering the subject. Also, if possible, some outside agencies will be in to help deliver sessions e.g. School Nurse, Brook etc...
- Teaching staff will receive RSE training on being able to deliver session confidently and accurately to support pupils with improving their knowledge and answering any questions they may have about the topic.

4. LEGISLATION (STATUTORY REGULATIONS AND GUIDANCE)

Revised Department for Education statutory guidance states that from September 2021, all schools must deliver relationships education (in primary schools) and relationships and sex

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education (in secondary schools). The parental right to withdraw pupils from RSE remains in primary and secondary education, for aspects of sex education which are not part of the Science curriculum.

5. CURRICULUM DESIGN

The majority of this topic will be taught to mixed ability and gender classes, however, when staffing allows, pupils will be given an opportunity for single sex discussion groups. Due to the nature of the subject, the lessons will be approached in a sensitive manner to avoid undue embarrassment. Staff are to use Classroom Agreements to help facilitate in this. 'Distancing Techniques' to be used by teachers.

The topic is spread over the four year groups:

Our RSE programme is an integral part of our whole school PSHE education provision and will cover...

1. Year 5 – Growth, changes and onset of puberty, and an awareness of different types of relationships.
 2. Year 6 – Safe friendships, physical and emotional changes of the body, hygiene, how personal behaviour affects others, personal boundaries and consent, online behaviour and gaming and support networks for us.
 3. Year 7 – Developing and maintaining positive relationships, personal identities, positive relationships and what should be expected for a healthy romantic relationship, Bullying and actions which have crossed the line, pressures of youngsters and start to explore contraceptive methods and consent.
 4. Year 8 – Contraception and sexually transmitted infections, attitudes to sexual behaviour, care of the young, challenging homophobic attitudes, effects of changes and losing someone and moving to a new school.
- Our RSE programme is inclusive of those on the SEND register. It is important for our teaching staff to be aware of the fact that physical development may outstrip emotional maturity in the case of pupils with SEND and to accommodate this disparity in the class lessons and experiences.
 - Our RSE programme will be taught through a range of teaching methods and interactive activities, including videos, talk less teaching, QFT.

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- High quality resources will support our RSE provision and will be regularly reviewed by subject lead.
- Selected resources, such as books and film clips, will be used which support and promote understanding within a moral/values context and underpin student knowledge and subject being taught.
- An overview of the learning in each year group can be found in the T drive under PSHE KS2 and Curriculum Values.

6. SAFE AND EFFECTIVE PRACTICE

- Good relationships are important in any classroom; however, they are particularly important when teaching Relationships and Sexuality Education. In Relationships and Sexuality Education, learning is most effective when it takes place in a safe, secure, respectful and inclusive space, where pupils can express their feelings and opinions and participate confidently and freely without embarrassment, judgement or ridicule from their peers. Using circle time or creating a classroom charter are effective ways to help to create a positive and safe learning environment.
- Teachers and pupils will agree ground rules by teachers laying the ground rules of classroom expectations and make it clear that no personal questions are to be asked of either staff or students.
- Pupils will be able to raise questions anonymously by Pandora's box and hot seating.
- It may not be appropriate to deal with some explicit questions in class. Teachers may choose to say that it is not appropriate to deal with that question at this time. If a teacher becomes concerned about a matter that has been raised, he/she should seek advice from the PSHE/Values co-ordinator. When deciding whether or not to answer questions the teacher should consider the age and readiness of the students, the RSE programme content, the ethos of the school and the RSE policy.

7. SAFEGUARDING

- Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue.
- Teachers will consult with the Designated safeguarding lead/Deputy Safeguarding Lead.

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- If a member of staff receives an allegation or has a suspicion that a child may have been abused, or is being abused, or is at risk of abuse he/she should, without delay, report the matter to the Designated Safeguarding Lead in that school. A written record of the report should be made and placed in a secure location by the Designated Safeguarding Lead.

8. USE OF OUTSIDE AGENCIES

- It is school policy that most of the RSE programme is best discussed openly with teachers who are known and trusted by the pupils. However, visitors can enhance the quality of the provision as long as they are used in addition to, not instead of a planned programme of RSE.
- The RSE Leader will provide the visitor, well in advance of the visit, with a copy of this RSE policy. After gaining approval from the Head Teacher for the visit the organiser makes the visitor aware of the ethos of the school and the manner of delivery of the RSE programme. Issues to consider are:
 - the degree of explicitness of the content and presentation;
 - will the visitor be accompanied by teaching staff?
 - will the staff take an active role in the visitor's activities?
 - how will the visitor be prepared for the visit?
 - how will the visit be built upon and followed up?
- Visitors should be given advance notice of the composition of the class and an idea of how their contribution fits into the scheme of work.
- In order to inform the visitor of the precise requirements of a group and to make better use of the time of the visitor it is advisable for the group to draw up questions in advance and these should be forwarded to the visitor. This will involve the pupils in the visit and will make the experience more relevant for them - it also facilitates planning.
- The Office should be informed of the date and name of the visitor.
- All visitors will be signed in following our visitor policy
- At the end of the session a vote of thanks should be given by a pupil and the visitor escorted to the main door after refreshments.
- All visitors to read the laminated guide to H&S, Safeguarding and the school's mobile phone policy on arrival.

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9. ENGAGING STAKEHOLDERS

- As part of our whole school approach to RSE, Parent Information sessions and opportunities for parents to view the materials and resources used will be available at request of parents.
- We will notify parents when Relationships and Sex education will be taught, by letter home and email.
- Relevant sections of this policy are made available to parents in the school publication entitled Information for Parents together with details about the parent's right to withdraw their child from sensitive aspects of RSE – parents will always be provided with a full copy of this policy following a request to do so.
- Issues such as over population and birth control are met in a minor way in subjects such as Geography and RE. However, as any discussion is limited and set within the context of the other subject concerned, it does not constitute part of the RSE Programme.
- Parents do not have to give reasons for withdrawal, but we respectfully invite them to do so - sometimes we can then resolve misunderstandings.
- Governors will be informed of the RSE policy and curriculum through governors meeting with Head teacher and Deputy Head teachers.
- Pupil voice will be used to review and tailor our RSE programme to match the different needs of pupils.

10. MONITORING, REPORTING AND EVALUATION

We are committed to monitoring and evaluating the effectiveness of this programme.

Specifically, important to the RSE Programme are:

- pupil feedback;
- staff review and feedback;
- parental feedback