



## **Windsor Park CE Middle School**

# **Sex & Relationships Education (SRE) guidance**

Author:

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Signed

Chair of Governors

**Uttoxeter Learning Trust:** Company No: 10547353

**Registered Office:** Thomas Alleyne's High School, Dove Bank, Uttoxeter, Staffordshire, ST14 8DU



Windsor Park Middle School is a 9-13 school in East Staffordshire. The children come from a variety of backgrounds and are grouped according to ability within each year group. Pastoral care is delivered to mixed age, mixed gender tutor groups.

The designated teacher for Sex and Relationship Education is:  
Mrs K Bould

Members of the working group responsible for the content of the policy are:

Mrs C. Howells – R.E. Co-ordinator.  
Mrs K. Bould – Learning for Life (P.S.H.C.E.E) teacher

### **Mission statement for Learning for Life (P.S.H.C.E.E.)**

Learning for Life (PSHCEE) help to give pupils the knowledge, skill and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Pupils will be encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and the local community. In doing so they will learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. Pupils will take part in activities that will develop their emotional literacy by reflecting on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. Pupils will also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. They will learn to understand and respect our common humanity, diversity and differences so that they can go on to form effective, fulfilling relationships that are an essential part of life and learning.

### **Sex and Relationships Education**

SRE is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity. A sentence was removed from this paragraph.

It has three main elements:

- Attitudes and values
- Personal and social skills and emotional literacy
- Knowledge and understanding

The objective for SRE is to help and support young people through their physical emotional and moral development. This policy embedded within Learning for Life will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

### **School environment, relationships and ethos of the school**

SRE can be enhanced by a supportive school ethos, where all are valued and encouraged. Positive relationships are seen as important and there is a safe and secure environment which is conducive to learning.

At Windsor Park Middle School we encourage children to work together and form relationships with a wide range of people. All pupils regardless of age or ability are valued for their opinions and are encouraged to be the best they can be.

## **School Curriculum**

Opportunities exist throughout the curriculum for promoting SRE. Parents have the right to withdraw their children from SRE lessons that fall outside those aspects covered in the National Curriculum Science lessons. Parents wishing to exercise this right can do so in writing to the school and they are also invited to meet with the Lead teacher of Learning for Life to discuss any issues or concerns, with a view to assessing the impact that withdrawal may have on the child.

SRE is firmly rooted within the non-statutory framework for Learning for Life. It is not delivered in isolation.

SRE is delivered to all year groups through discrete Learning for Life time which takes place every week during timetabled slots, as well as through National Curriculum Science and whole year events.

It is delivered by a designated teacher, Science specialists and visiting specialists.

Details of the scheme of work are given in the appendix.

The RE co-ordinator and Learning for Life lead will be responsible for the ongoing evaluation and monitoring of the programme for SRE. This will be achieved through class observation and feedback from staff, pupils and parents.

## **Approaches to teaching and learning**

Windsor Park can help young people develop confidence in talking, listening and thinking about sex and relationships. A number of teaching strategies help this, including:

- Establishing ground rules with pupils
- Using 'distancing' techniques
- Knowing how to deal with unexpected questions and comments from pupils
- Using discussion and appropriate materials
- Encouraging reflection

To facilitate pupils' learning in SRE:

- The purpose of each lesson is made clear.
- Appropriate learning experiences are planned and meet the needs of all the pupils in the class.
- Learning experiences draw on pupils' own experiences or existing knowledge and provide a range of opportunities for pupils to learn, practise and demonstrate skills, attitude and knowledge.
- Time is given for pupils to reflect and consolidate their learning.
- Pupils are encouraged to take responsibility for their own learning and to record their own progress.
- Attention is given to developing a safe and secure classroom climate.
- Staff training needs are met.

A range of teaching and learning strategies will be used to ensure that all pupils have equal access to the SRE programme. These will include discussion activities and writing tasks.

The school leads the programme but outside visitors have an important role. There is a school protocol for involving outside visitors.

School nurse  
Social services

Staff are always present when outside visitors lead a session on SRE.

There are guidelines for staff on confidentiality and handling sensitive and controversial issues and supporting young people.

Teachers and other adults involved in SRE will sometimes hear disclosures that suggest a child may be at risk of abuse. It is essential that all are aware of the school's child protection policy which can be found in the staff notes.

Where an adult believes a child may be at risk the designated teacher, **Mrs C. Howells or the Headteacher**, must be consulted before any further action is taken.

School guidelines are followed when dealing with sensitive issues such as: teaching about sexuality, gender and the needs of boys and girls, religious and cultural beliefs, child protection, homophobic bullying, confidentiality, dealing with inappropriate sexual behaviour, provision for girl's periods, referring pupils for specialist support and handling the media. As previously stated parents wishing to withdraw their children from non-statutory SRE sessions within the Learning for Life lessons can do so in writing to the school and can also make an appointment with the Lead Teacher if they deem it necessary.

### **Links with other school policies**

Other whole school policies contribute to the personal, social and emotional development of pupils. These include:

- Behaviour Policy
- Discipline Policy
- Pastoral Policy
- Child protection Policy
- Whole school Bullying policy
- Equal Opportunities Policy
- Other Curriculum Policies

### **Celebration of achievement- Assessment, recording and reporting**

As with any learning process assessment of pupils' personal, social and emotional development is important. It provides information which indicates pupils' progress and achievement and informs to development of the programme.

Pupils do not pass or fail within this area but have the opportunity to reflect on their own learning and personal experiences. Through self-assessment they can set personal goals, set targets and agree on strategies to reach them. The process of assessment has a positive impact on pupil's self-awareness and self-esteem.

We do not assess pupils in all areas of the Learning for Life programme; however, opportunities for pupils to reflect on their progress are identified within the scheme of work. It is inappropriate to assess pupils' values.

Assessment should be made by observing how pupils apply their knowledge, skills and understanding in simulated or in real experiences.

There are opportunities to record learning and achievement in different ways. Parents and pupils will be informed of progress in the annual school report.

Celebration of achievement contributes to building pupils' self-esteem, developing a sense of community and belonging, helps create a positive atmosphere in the school and develops pupils' sense of pride.

At Windsor Park Middle School we use a range of methods to celebrate our pupils' achievements. These include:

- Stamps.
- Merit Certificates.
- Subject and Sport Certificates.
- Termly and Annual awards for achievement in each curriculum subject.
- Whole school trips for hard work and good behaviour.

### **Working with parents**

Windsor Park School seeks to work in partnership with parents to provide effective SRE. The SRE provided in school compliments and supports the role parents play in helping young people come to terms with sex and relationships.

Parents are invited by the Science department to attend an informal evening at school where they are informed of the general pattern of the sex education programme within year 6 and how this develops through year 7 and year 8.

### **Dissemination and review**

The policy will be disseminated widely and kept by each member of staff in their staff file.

## **APPENDIX 1**

### **SRE Science Curriculum: Key Stage 2 Reproduction**

#### **Key concepts**

The key concepts of scientific thinking, applications and implications of science, cultural understanding, and collaboration will all be addressed within this scheme of work.

#### **Key Processes**

The key processes of practical skills will not be emphasised but enquiry skills will be encouraged. Key processes of critical understanding of evidence and in particular communication will be undertaken in this study of reproduction.

#### **Range and content**

As part of the topic on plant/animal reproduction and life cycles pupils will also cover, the human reproductive cycle, puberty, and type of fertilisation (external or internal). However greater detail on the reproductive organs and sex will not be covered until KS3.

#### **Curriculum opportunities**

This scheme of work will have particular emphasis on the physical and emotional changes boys and girls go through during puberty.

### **SRE Science Curriculum: Key Stage 3 Reproduction**

#### **Key concepts**

The key concepts of scientific thinking, applications and implications of science, cultural understanding, and collaboration will all be addressed within this scheme of work.

#### **Key Processes**

The key processes of practical skills will not be emphasised but enquiry skills will be encouraged. Key processes of critical understanding of evidence and in particular communication will be undertaken in this study of reproduction.

#### **Range and content**

3.3 b. the human reproductive cycle includes adolescence, fertilisation and foetal development.

3.3 c. conception, growth, development, behaviour and health can be affected by diet, drugs and disease.

#### **Curriculum opportunities**

This scheme of work will have particular emphasis on the personal, social, moral and cultural development of the pupils. There will also be opportunities for students to 'consider how knowledge and understanding of science informs personal and collective decisions about sexual health. This will

include examining issues of contraception, pregnancy, STDs, pornography and internet usage. In Learning for Life students will focus more on the emotional side of these topics and the curriculum also covers areas such as mental health and domestic violence.

### Running order

1. Anatomy
2. Physiology
3. Growth and development- adolescence (Recap)
4. Conception & Pregnancy
5. Decision making and behaviour
6. Contraception
7. IT and pornography

### Resources

There are a range of videos and worksheets for this unit. It is not advised to use all of the video resources, select appropriate sections or videos to enhance learning.

### Videos:

1. BBC Teen Species- Adults (60m)
2. BBC Teen Species- Boys (60m)
3. BBC Teen Species- Girls (60m)
4. L&G Being Born (14m)
5. L&G Boy-Man, Girl- Woman (14m)
6. L&G Decisions (14m)
7. L&G 40 weeks (14m)
8. L&G Perfectly normal (14m)
9. L&G Making Love (14m)
10. L&G Same but different (14m)
11. Sci Eye – Reproduction (19m)
12. Human Body Growth & Reproduction (45m)
13. Human Body- Life Cycle (46m)

# 7B Target Sheet : Reproduction

Class: \_\_\_\_\_

Topic		Targets	Level	Before the unit	I have learnt this	I have revised this
7Bb	1	I can label diagrams of the male and female reproductive organs.	4			
7Bb	3	I can explain the functions of the parts of the reproductive system	5			
7Bc	1	I can summarise the main stages of the human life cycle	4			
7Bb	5	I can say what menopause is	4			
7Bc	3	I can describe the changes that occur during puberty in males and females	5			
7Bd	1	I can explain the menstrual cycle	5			
7Bc	1	I can explain what fertilisation is and where it happens in humans	6			
7Bb	4	I can describe the journey of the sperm from testes to egg	5			
7Bc	2	I can explain how a fertilised egg cell develops into an embryo and what implantation means	5			
7Bb	2	I can explain how egg and sperm cells are adapted to their functions	7			
7Bc	3	I can explain why offspring have features from both parents	6			
7Bc	4	I can explain why identical twins have the same features	7			
7Bc	1	I can say how long pregnancy lasts and describe how birth occurs	4			
7Bd	2	I can describe the development of the foetus and say how it is protected	5			
7Bd	3	I can explain the developing baby is supplied with food and how the waste is taken away	5			
7Bd	4	I can explain why a pregnant women should avoid doing some things and give examples of the effects on the foetus	6			
7Be	3	I can explain how a new born baby is fed, protected and cared for	5			
7B		I can describe some methods of contraception and in what circumstances they are used	5			
7B		I can explain the dangers of internet usages in relation to sex.				

## Giving Birth

1. How does a woman know she is about to give birth?
2. What things need to happen to allow the foetus to get out of the mother uterus?
3. Which part needs to be cut after the baby has been born?
4. What is the afterbirth?

## APPENDIX 3

### HIV and STIs

UNIT number and title: 8C MICROBES		Lesson title and number: Lesson 10/11 HIV, AIDS and STI's	
Exploring science reference: 8Cd Focus in HIV and AIDS			
<p><b>Learning Objectives</b> <b>Pupils should learn:</b></p> <p>How AIDS is caused by HIV, how it is spread and how it may be treated</p> <p>What STI's are, how they are transmitted, what their symptoms are and how they can be treated,</p>	<p><b>Teaching / Learning activities</b> <b>Lesson structure</b> <b>Starter</b> ES8 pg45 Discuss how HIV causes AIDS and watch active teach video on blood-borne diseases</p>	<p><b>Teaching resources</b></p> <p>ES8 pg45</p> <p><a href="http://www.bbc.co.uk/learningzone/clips/hiv/6414.html">http://www.bbc.co.uk/learningzone/clips/hiv/6414.html</a> Young people are interviewed about their knowledge of the HIV virus and how it is transmitted. There are interviews with young people who lost parents or partners to HIV, and they discuss society's issues with the disease. Some common myths are exposed about transmission of the infection. <a href="http://www.bbc.co.uk/learningzone/clips/chronic-illness-hiv/6038.html">http://www.bbc.co.uk/learningzone/clips/chronic-illness-hiv/6038.html</a> Heterosexual sex has now overtaken homosexual sex as the most common route of transmission of HIV in Britain. There is still a level of ignorance and discrimination about the virus. This clip is taken from 'Stephen Fry: HIV and Me', broadcast on 2 October 2007.</p> <p>STI laminated information cards and table to complete</p>	<p><b>Teaching suggestions</b> <b>Special needs:</b> <b>Extension (G&amp;T):</b> <b>APP:</b> <b>Self/peer assessment:</b> Assessment for learning: Discussion during starter Feedback from main</p> <p><b>Literacy links:</b></p> <p><b>Numeracy links:</b></p> <p><b>ICT links:</b> BBC learning zone clips</p> <p><b>Learning styles:</b> <i>Visual: ALL</i> <i>Kinaesthetic: Main</i> <i>Interpersonal: Main</i></p>
	<p><b>Main</b> Address common myths and social issues including discriminations surrounding HIV and AIDS through following clips <a href="http://www.bbc.co.uk/learningzone/clips/hiv/6414.html">http://www.bbc.co.uk/learningzone/clips/hiv/6414.html</a> <a href="http://www.bbc.co.uk/learningzone/clips/chronic-illness-hiv/6038.html">http://www.bbc.co.uk/learningzone/clips/chronic-illness-hiv/6038.html</a></p> <p>Group work on STI's. Pupils produce table detailing name of STI, cause, symptoms, treatment etc. Take it in turns for one person from the group to collect an information card on a particular STI and disseminate information to rest of group to complete table. Rotate – practice skim reading techniques</p>		
	<p><b>Plenary</b> Plenary triangle</p>		
	<p><b>Homework</b></p>		
<p><b>Learning Outcomes</b> <b>Must:</b> Recall what HIV and AID are and give other examples of STI's</p> <p><b>Should:</b> How AIDS is caused by HIV, how STI's spread and how it may be treated</p> <p><b>Could:</b> Discuss some of the PSMC issues surrounding HIV and AIDS</p>	<p><b>Additional teachers notes</b> Be aware of sensitive issues being discusses. Correct any misconceptions and incorrect use of terminology surrounding homosexuality and homosexual relationships. Be prepared to tackle issues of discrimination</p>		
		<p><b>Safety</b></p>	

## **APPENDIX 4:**

### **SRE LEARNING FOR LIFE (PSHCEE) CURRICULUM:**

#### **Year 5 topics:**

What does healthy living mean?  
Healthy eating vs unhealthy eating  
Project on healthy plates  
Present project  
Nurse visit? Hygiene  
First aid  
How can we make sure we stay healthy?

#### **Year 6 topics:**

What is physical health?  
Impact of exercise on the body  
Common illnesses  
Why hygiene is important  
Puberty  
Emotional relationships  
When a relationship goes wrong

#### **Year 7 topics:**

Relationships with peers  
Relationships with partners  
Domestic violence  
Puberty  
Physical health  
Mental health  
First aid

#### **Year 8 topics:**

Positive relationships  
Self esteem  
Lets talk about sex  
Pressure/when no means no  
Contraception and pregnancy-visit