



the *King's* school

specialising in maths and computing

SEX & RELATIONSHIP EDUCATION POLICY

1 Policy Statement

Sex and Relationship education (SRE) is an umbrella term which includes a range of topics which are age appropriate, including subjects such as personal hygiene, human sexuality, sexual health and personal relationships.

SRE should be seen as a positive opportunity for young people to be given factual information to be able to understand the processes taking place in their own and other people's bodies. This knowledge enables them to make informed decisions as they progress through life, and will equip them with the skills they need to become risk aware and resilient.

The provision of effective SRE is essential if young people are to make responsible and well informed decisions about their lives. SRE is an entitlement of all students.

Recent research demonstrates that good, comprehensive SRE does not make young people more likely to enter into sexual activity. Instead, it can help them learn the reasons for, and the benefits from, delaying such activity.

2 Purpose

- To help and support students through their spiritual, moral, social, cultural and physical development.
- To help students to learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.
- To help students to learn to understand human sexuality, to learn reasons for delaying sexual activity and the benefits to be gained from such delay, and learn about obtaining appropriate advice on sexual health.
- To help students understand the changing nature of traditional and alternative family units.
- To help students to understand the responsibilities of parenthood.
- To help students to understand different social, moral, ethnic, cultural and religious backgrounds and to respect them.
- To foster an atmosphere where students can learn about and discuss matters in relation to sex and relationships without embarrassment or stigma.
- To give students an understanding of British legislation relating to sexual behaviour.
- To foster in students a sense of spiritual and moral responsibility and the opportunity to clarify their own views.
- To help students to understand the importance of respect, care and love; to develop skills in personal relationships and dealing with social and peer pressure.
- To help students develop decision-making skills and an appreciation of the consequences of decisions made.

3 Scope

The underlying principle of this policy is the belief that SRE is too important to leave to chance and that the teaching offered by The King's School, mainly through the Personal Development Curriculum (PDC) and enrichment activities, is intended to be complementary to, and supportive of parents/carers.

This policy needs to be placed alongside, and considered with other relevant school safeguarding policies, including the Child Protection Policy, the Anti-Bullying Policy and the Transgender Policy. School practices and procedures in relation to SRE and closely linked areas should be followed precisely and carefully.

4 Responsibility

Governors -

The 1993 Education Act states the following are the responsibility of the School's Governing Body:

Governing Bodies have a statutory responsibility to develop a Sex and Relationship Policy and support their schools in the promotion of an SRE programme.

Governing Bodies should produce and keep up to date a written statement of their policy on SRE. This policy should be available for inspection and for parents, and is on the school website.

Staff -

All staff should follow the Policy and associated guidance.

The Headteacher and delegated Senior Leadership Team (SLT) member should ensure that the Policy is followed and improvements and developments are initiated and monitored.

Relevant Middle Leaders should plan for, deliver and monitor the application of the Policy to meet both curriculum and pastoral aims.

The content and delivery of the PDC, including SRE, is monitored and evaluated by the PDC Leader and the PDC Co-ordinator through existing procedures. These include both staff and student evaluation sheets, and also regular quality assurance carried out by SLT, Year Achievement Leaders (YALs) and attached staff. The PDC is reviewed annually and amendments made accordingly for the following academic year.

Visitors -

Those involved in working with and supporting the school should be aware of the School's Policy and practices.

5 Publicity

A statement regarding the SRE policy will be made on all publicity materials. All new staff and students recruited to the School will be made aware of the Policy. The Policy will be posted on the Shared (G) drive of the School's IT Network and the school website.

GUIDANCE

Staff cannot offer or guarantee absolute confidentiality. There cannot be confidentiality where there is risk of significant harm to the student, or another student. The Headteacher, or other staff trained in Child Protection, should make clear to all staff under what circumstances they expect to be informed of a pupil's disclosure. Disclosures should be logged as is necessary and in accordance with the Child Protection Policy and other relevant safeguarding Policies.

Staff will sometimes have to exercise their discretion and professional judgement about how to deal with explicit issues raised by individual students. It may be appropriate to respond individually to the student outside the classroom with another member of staff present, or it may need to be referred to a senior member of staff, Year Achievement Leader or Child Protection Officer. With each class, a session leader/tutor will establish group ground rules for the lessons.

Particular care must be exercised in relation to contraceptive advice to students under 16, for whom sexual intercourse is unlawful. It is to be made clear that the school does not assume that the students are sexually active but this is a preparation for adult life.

A teacher's role must be confined to the educational context as a teacher is not qualified to give medical advice. However, information regarding sources of confidential advice and treatment can be made available to all students, via referral to the School Nurse.

Parents/carers and students should be reassured that the personal beliefs and attitudes of teachers and visiting speakers will not influence the teaching and delivery of the SRE.

The DfE is clear that teachers should be able to deal honestly but sensitively with sexual orientation, as well as to raise awareness of the prejudice and discrimination experienced by different groups in society.

Using outside visiting speakers

The use of outside visitors can greatly enhance school SRE. It provides an opportunity for students to meet professionals and it often lessens embarrassment to speak to someone outside the school.

Students enjoy the different approach visitors bring and staff appreciate the specialised knowledge a professional can bring. However, it is important that all visitors follow the School policy, as well as their own professional guidelines, to ensure that inappropriate information is not conveyed.

Health Professionals should adapt strategies which are unlikely to lead to 'confidential' disclosure or circumstances that will impinge upon the School's code of practice. However, the Law allows some Health Professionals to see and, in some circumstances, to treat young people confidentially, outside the teaching environment.

Information to parents/carers

SRE will be taught across KS3 and KS4, in the Personal Wellbeing module of the PDC. Although the School is not required to deliver SRE by law, it is commonly believed that this is good practice, for the reasons outlined in the policy statement. Parents/carers can access the policy and subject overview (see page 5) on the school website.

The Education Act 1993, Sex Education in schools, gave parents/carers the right to withdraw their children from Sex Education lessons which are outside the National Curriculum. In such circumstances the parents/carers should contact the PDC Leader who will make alternative arrangements with appropriate work being set.

A full Scheme of Work is available from the PDC Leader on request.

SUBJECT OVERVIEW

SRE is covered in 3 strands:

- As part of the PDC via the Boardworks programme;
- Through the Enrichment programme (including visiting speakers);
- Embedded in lessons.

SRE Programme Overview

Boardworks

Year 7

Friendships, Dating, Family Relationships, Relationship Advice, Puberty, Personal Hygiene, Basic Sex Education and STI's.

Year 8

Romantic Relationships, Friendships vs Relationships, Being a Looked After Child, Contraception, STI's and Changing Relationships.

Year 9

Sex Education Recap (alongside a 4 week enrichment programme).

Year 10

Romantic Relationships, Changing Family Relationships.

Enrichment Programme (This may alter annually due to availability)

Year7 - Relationship Choices.

Year 8 - Health Day (Mobile classroom/Spectrum)

Year 9 - Relationships, Risk Taking Behaviour, Sexual Behaviour, STI's.

Embedded in other Curriculum Areas

The main curriculum areas that include issues connected with SRE are RE, English and Science. It is recognised that other subject areas do contribute to SRE.

RE

KS3 Prejudice and discrimination

KS4 Rights and responsibilities

English

KS3 & KS4 Students will have the opportunity to consider matters and ideas about relationships, puberty, peer pressure, prejudice and discrimination.

Science

The facts about human reproduction are taught in Year 7 in accordance with the National Curriculum. Topics covered are the structure of the male and female reproductive organs; production of gametes; fertilisation; pregnancy and development; birth; puberty and the menstrual cycle.

In Yrs 9, 10 & 11, students revisit the topics from KS3. Additionally, GCSE students cover the roles of hormones in fertility, IVF (including embryo screening) and genetics.

SRE covered in Science is primarily of a factual nature, although it also addresses issues from a social, moral, spiritual and cultural perspective.