



THE KING'S SCHOOL

GRANTHAM

Sex and Relationship Education Policy

This policy covers our school's approach to the delivery of Sex and Relationship Education (SRE). We are required from September 2020 to teach relationships education/RSE as part of Department for Education statutory guidance and this informs the subjects and topics that are covered in this programme of study. We believe relationships and sex education is important for our pupils and our school because it provides the skills our students need to lead healthy, well informed lives.

What Is Sex and Relationship Education?

We define 'relationships and sex education' as lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care and family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

Aims and Objectives

The aim of SRE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our SRE programme aims to prepare students for an adult life in which they can:

- Develop 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 a respect for individual conscience, and the skills to judge what kind of relationship they want.
- Understand the consequences of their actions and behave responsibly within sexual and personal relationships.
- Avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- Communicate effectively by developing appropriate terminology for sex and relationship issues.
- Develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity.
- Understand the arguments for delaying sexual activity.
- Understand the reasons for having protected sex.
- Have sufficient information and skills to protect themselves and, where they have one, their partner from unwanted or unintended conceptions and sexually transmitted infections including HIV.
- Be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary.
- Know how the law applies to sexual relationships and the importance of consent.

Sex and Relationship Education in this school has three main elements:

1) *Attitudes and Values*

- a) Learning the importance of values, individual conscience and moral choices;
- b) Learning the value of family life, stable and loving relationships, and marriage;
- c) Learning about the nurture of children;
- d) Learning the value of respect, love and care;
- e) Exploring, considering and understanding moral dilemmas;

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- f) Developing critical thinking as part of decision-making;
- g) Challenging myths, misconceptions and false assumptions about normal behaviour.

2) *Personal and Social Skills*

- a) Learning to manage emotions and relationships confidently and sensitively;
- b) Developing self-respect and empathy for others;
- c) Learning to make choices with an absence of prejudice;
- d) Developing an appreciation of the consequences of choices made;
- e) Managing conflict.

3) *Knowledge and Understanding*

- a) Learning and understanding physical development at appropriate stages;
- b) Understanding human sexuality, reproduction, sexual health, emotions and relationships;
- c) Learning about contraception and the range of local and national sexual health advice, contraception and support services;
- d) Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- e) Avoiding unplanned pregnancy.

Content

PSHE lessons are delivered by Form Tutors (Years 7-11) every Friday morning in tutor period. SRE is delivered through various resources including work booklets, videos and discussion. This is also supported by outside speakers. SRE is delivered using a cross-curricular model involving units of study in Biology, Religious Education and PSHE. The provision of SRE is progressive in terms of language, concepts, content, increasing in depth and complexity as students' progress through the school.

The topics learnt at Key Stage 3 include:

- Forming and managing friendships and what makes a healthy relationship.
- An understanding of dangerous relationships and how these can be recognised.
- Different types of relationships (including online) and how these may change as we progress on into adulthood.
- How to manage feelings positively and how to manage changing relationships.
- How positive self-esteem and good relationships can promote mental well-being.
- Physical and emotional changes that take place during puberty.
- Aspects of different types of relationships and families including marriage.
- Pregnancy and the role of parenting in relationships.
- Issues and guidance surrounding underage sex and consent.
- An understanding of sexuality and gender including all aspects of LGBTQ+ and equality.
- Guidance on where to access further support on all issues covered.

The topics learnt at Key Stage 4 includes:

- A comprehensive understanding of contraception and the importance of safe sex.
- How HIV and other sexually transmitted infections affect the body, how different forms of contraception work, the risk of early sexual activity and the link with the use of alcohol and drugs.
- The importance of consent and how this should be gained.
- Consent and the law.
- Pregnancy and the options available to women including adoption and abortion.
- How to recognise the influences and pressures around sexual behaviour including the dangers and law around sending explicit images.
- Challenging misconceptions and stereotypes in the media around body types and relationships including pornography.
- Guidance on where to access further support on all issues covered.

Learning in Key Stage 5 is delivered slightly differently to pupils. Students are given assemblies on a variety of RSE topics these include:

- Consent.
- STI/STD'S.

- Sexual health and contraception.
- Misconceptions and stereotypes in media.
- Healthy relationships and how to identify dangerous relationships.
- LGBTQ+.

There is one RSE assembly delivered every term. These assemblies are then followed up in tutor periods. Students are given a variety of resources to discuss the topics delivered in the previous assembly. Form tutors facilitate this learning and promote discussion and also answer further questions students may have.

RSE lessons across all key stages are supported by various outside speakers and agencies. These are used in conjunction with the resources used in form time. RSE is monitored and evaluated by all form tutors and the PHSE lead. This is achieved by work scrutiny, student voice and discussion with form tutors.

Specific Issues within SRE

Withdrawal

All parents or carers are contact before the delivery of SRE in our school. All of the resources used in the delivery of SRE are available for parents to access on the school website. Parents or carers have the right to withdraw their children from the sex education part of SRE. Those parents or carers wishing to exercise this right are invited in to school to explore any concerns and discuss the impact that withdrawal may have on the child. Once a child has been withdrawn, they cannot take part in the sex education programme until the request for withdrawal has been removed.

Confidentiality

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the Designated Safeguarding Lead (DSL) who may confer with the Head Master before any decision is made. The child concerned will be informed that confidentiality is being breached and the reasons why. The child will be supported throughout the process.

Advice to individual pupils

It is understood that it is important to distinguish between the School's function of providing education generally about sexual matters and the giving of advice to individual students on these issues. Effective teachers have always taken an interest in the welfare and well-being of their students. It is also understood that this function should never trespass on the proper exercise of parental rights and responsibilities. It is understood that particular care must be exercised in relation to giving contraceptive advice to students under the age of sixteen, for whom sexual intercourse is unlawful. It is the general rule that giving an individual student advice on such matters without parental knowledge or consent would be inappropriate.

Child Protection

The school has a separate Safeguarding Policy. Effective SRE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns. All staff are trained on how to deal with this appropriately and professionally.

Disclosures

If a member of staff learns that a student under 16 years old is sexually active or contemplating sexual activity the school will ensure that:

- The young person is persuaded to talk to their parent or carer;
- Child protection issues are addressed;
- The young person receives adequate counselling and information.

Controversial and Sensitive Issues

Staff are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE issues are taught without bias. Topics are presented using a variety of views and beliefs so that students are able to form their own, informed opinions but also respect others that may have a different opinion.

Dealing with Questions

Both formal and informal SRE arising from students' questions are answered according to the age and maturity of the student concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead (DSL) if they are concerned.

Sexual Identity and Sexual Orientation

SRE should meet the needs of all students regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively.

Equal Opportunities and Inclusion

The SRE curriculum has been developed to take into account the diversity of the school population and to meet the needs of the students. (The Equality Act)

SRE will be inclusive and meet the needs of all young people, recognising that issues such as sexuality, disability, ethnicity and faith affect attitudes towards sex and relationships. We will address explicit and implicit homophobia in schools, and issues of related bullying.