

THE KING'S SCHOOL



Sex and Relationship Education Policy

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SEX and RELATIONSHIP EDUCATION (SRE) POLICY

1. WHAT IS SEX AND RELATIONSHIP EDUCATION?

Sex and Relationship Education (SRE) is 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.

2. 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 pastoral 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 uninvited/unwanted 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.

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

i) Attitudes and Values

- Learning the importance of values, individual conscience and moral choices;
- Learning the value of family life, stable and loving relationships, and marriage;
- Learning about the nurture of children;
- Learning the value of respect, love and care;
- Exploring, considering and understanding moral dilemmas;
- Developing critical thinking as part of decision-making;
- Challenging myths, misconceptions and false assumptions about normal behaviour.

ii) Personal and Social Skills

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

iii) Knowledge and Understanding

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

3. CONTENT

SRE is delivered using a cross-curricular model involving units of study in Biology, Religious Education and PSHE. The diverse backgrounds and the variety of experience contained within the team of staff who currently teach the various elements of the school's SRE programme are seen as valuable resources as regards the depth and quality of SRE. The provision of SRE is progressive in terms of language, concepts, content, increasing in depth and complexity as students' progress through the school.

PSHE lessons are delivered by Form Tutors (Years 7-11) every Friday morning in tutor period. SRE is delivered through specific units of work.

In Key Stage 3 students learn how good relationships can promote mental well-being, how to manage their feelings positively and how to manage changing relationships. They learn the law relating to sexual behaviour, how to develop skills of assertiveness in order to resist peer pressure and stereotyping and sources of advice & support. Teaching and Learning opportunities are enhanced through presentations by health professionals, outside speakers and voluntary organisations.

In Key Stage 4 students receive presentations by health professionals, outside speakers and voluntary organisations in addition to the work covered in PSHE, Biology and Religious Education. They learn to recognise the influences and pressures around sexual behaviour and respond appropriately and confidently to sexual health advice. They learn 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. Arguments around moral issues such as abortion, contraception and the age of consent are also considered.

4. SPECIFIC ISSUES WITHIN SRE

Withdrawal

Parents/Carers have the right to withdraw their children from all or part of the sex and relationships education provided at school except for those parts included in the statutory National Curriculum. Those parents/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 SRE 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.

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/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.

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.

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