



SEX AND RELATIONSHIPS EDUCATION Policy

Next to be revised: September 2019

1. Introduction

The following policy is a comprehensive document that outlines the importance of and motivation for the teaching of Sex and relationships Education (SRE) within the curriculum at Kettlethorpe High School. The policy underpins the strong pastoral approach taken in the school which recognises the responsibility that SRE be taught in an informed and relevant way for the sole benefit of the pupils, through Personal, Social Health Education (PSHE) as well as Science-related subjects and Citizenship.

All relevant departments have been involved at consultation level in formulating this new policy document.

This policy document is also the result of consultation with staff, pupils and parents. It reflects the input from the LEA advisors and Governors.

2. Sex and Relationships Education

- The central focus for the SRE policy is to re-emphasise the welfare of young people.
- The foundation for this policy has been formulated to reflect the 'Sex and Relationship Education Guidance' document issued through the DFEE, July 2000. (All references formerly to DFEE should now read as to DCSF) Updated 2010
- Within the process of refining the SRE syllabus, it has become important to stress the importance of 'Relationships' before dealing with 'Sex Education' in the framework of taught SRE. At Kettlethorpe, we take a non-judgemental position regarding SRE but at the same time, seek to emphasise the importance of prioritising a position and foundation of 'Relationship – building' first. This is particularly important in establishing a mature basis for developing personal and social skills within this subject.
- High quality Sex and relationships Education is about laying the foundations for lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and common-law partnerships for family life; stable and loving relationships that harness and foster respect, love and care. It is about being conscious that 'Every child achieves more' and the important place children take in a society that is informed and without prejudice. Good SRE is about the teaching of sex, sexuality and sexual health.

3. Kettlethorpe High School aims and objectives for taught SRE

‘The physical, mental and social health and safety of every child’ is uppermost in our approach to SRE at Kettlethorpe High School and all that is taught especially within this subject area, reflecting the best intentions for the child and upholding the welfare of the child is of paramount importance.

SRE is on the curriculum within PSHE so that children may be informed, so that they reflect a maturing approach to matters of sex and relationships.

The three main elements of SRE:

1. Attitudes and Values: Emphasis on personal and interpersonal respect, especially towards sexuality. Embed these values within a “moral framework that will guide decision-making, judgements and behaviour”. (DFEE 0116/2000 p.20).
2. Personal and social skills: How to manage relationships, handle emotions, make informed choices, develop empathy and self-respect.
3. Knowledge and understanding: The physical development of the human body including puberty, contraception and reproduction. Also infection and Sexually Transmitted Infections.

Under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and

- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

4. Learning Outcomes

The following points reflect the main outcomes gained from the learning experience a pupil will have in this topic, at Kettlethorpe High School. These learning outcomes will be achieved at different ages in line with the agreed curriculum.

Therefore, a pupil will, by the time they leave Kettlethorpe High School:

- Gain clear and accurate knowledge about sex dispelling myths and misunderstandings.
- Learn about sex within the context of the family and relationships.
- Be aware of personal sexuality and the wider aspect of sexuality in society.

- Understand what the law says about sex and relationships.
- Understand consequences of choices and the need for responsibility within relationships.
- Will have considered the complexities and values of friendships and parenthood.
- Have developed self-esteem and self-confidence, thereby avoiding exploitation.
- Have been informed so that they have the information to make responsible choices so that they can protect themselves and their partners from unplanned pregnancies as well as sexually transmitted infections.
- Be able to seek extra advice and support if necessary.

5. The Structure of SRE - how this fits into the Personal, Social, Health Education of Kettlethorpe High School

SRE is taught within the context of a comprehensive PSHE programme for each year group. As a school, we seek to ensure that PSHE time focuses on the Personal, Social and Health education of the pupils.

SRE is delivered discretely through form tutors each Wednesday morning, after registration, until 9:20 a.m. The units of work cover wide-ranging but relevant topics for the separate age groups, therefore ensuring that pupils are equipped for life in and beyond school and what is expected of them.

The aim for taught SRE is for the pupils to be informed, so that eventually, healthy and mature choices, can be made. SRE equips the child to become confident within their own thinking about matters pertaining to Sex and relationships. Therefore, whilst recognising the sensitive nature of this teaching and the topics covered, Kettlethorpe High School recognises that each child should be equipped for the complexities of life, and confident at making important, mature and informed choices. Consequently, it is the aim of the school that SRE is taught sensitively; and is a priority for a healthy pastoral approach within the life of the school.

In science children will learn about conception and perhaps contraception. PSHE education where SRE is delivered will explore what lifestyle choices young people may wish to make, and having made those choices what language, strategies and skills they need to stay healthy and safe.

In addition to the SRE covered in PSHE education, for example, there is also work in the science curriculum that covers basic human biology and is still statutory in maintained schools. PSHE education is where young people have the opportunity to consider what this knowledge and understanding means to them and to develop the skills and strategies they will need to apply this knowledge in their lives.

We also make very important links with the ICT/Computing curriculum. As part of SRE it is important that pupils recognise ways they could put themselves at risk through the use of technology. These can include risks to their emotional and physical wellbeing and safety and their personal reputation. We explore the risks, the law as it pertains to the sharing and downloading of images and information and safe ways of sharing personal information, social networking, online dating and sharing images.

Our website has direct links to Child Exploitation Online Protection (CEOP) and we offer support to parents and carers to know how to ensure the safety of their child online; our curriculum aims to ensure pupils know how to make safe decisions

As part of safeguarding we invite parents/ carers into school to meet with professionals who offer help and guidance to keep children safe. This is done in partnership with our Safer Schools Officer.

SRE at Kettlethorpe High School is set within a wider legislative context. The 2006 Education and Inspections Act laid a duty on Governing Bodies 'to promote the well-being of pupils at the school'. The duty came into effect in September 2007.

Our Governing Body fulfils the wider responsibilities under equalities legislation (most recently the Equalities Act 2010) and ensures that school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation or whether they are looked after children.

This means that sex and relationships education must be sensitive to the different needs of individual pupils and may need to evolve and adapt over time as the pupil population changes. At all times the overarching principle is to ensure the present and future wellbeing of pupils and to meet their learning needs. Lessons help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying), use of prejudice-based language and how to respond and ask for help.

6. Diversity and Inclusion

We teach in an ethnically diverse community. In a class we may have pupils from a wide variety of cultures and with a wide variety of faiths. These cultures and faiths often hold views, perhaps strong views, about sexual behaviour. We will be sensitive to these views but must ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals. This will include clear, impartial scientific information on matters such as abortion as well as covering the law in relation to, for example, forced-marriage and female genital mutilation. We will also cover the concept of, and legislation relating to, equality.

SRE caters for all pupils and will teach how important it is to be respectful of how pupils choose to identify themselves, understanding that depending on their age and maturity, their sexual orientation and gender identity may be 'emerging'. This means that sex and relationships education will be sensitive to the different needs of individual pupils and may need to evolve and adapt over time.

7. Monitoring and Evaluation

Although there is no formal evaluation (as with other subjects that will include marking and testing), PSHE is monitored in terms quality assurance of delivery at least once a term, by the Senior Leadership Team (SLT)/or Year Managers and Key Stage Leaders. This is done as learning walks, whereby lessons are accessed informally on an half-termly basis.

Separate subjects such as Science and Citizenship will monitor, evaluate and assess within their specialist subject areas.

8. Confidentiality

SRE is taught so that the welfare of the child is uppermost, at all times. During these lessons, there may be circumstances whereby a child needs to address further questions they may have regarding anything that is taught. This may include factual awareness or matters regarding the welfare and safety either of themselves or someone they know personally; within the context of Sex and Relationships.

In some circumstances, teachers may feel awkward receiving sensitive information from pupils that has arisen within the circumstances of the subject. In this event, they are responsible in passing this onto another member of staff within the pastoral system.

All staff are required to abide by a common law Duty of Confidentiality. This law requires that information provided in confidence should only be used for the purposes that the person has been informed about and consented to.

Therefore, it is important to state that wherever possible, confidentiality and counsel will be kept as a private matter.

However, unconditional confidentiality cannot be guaranteed by any professional no matter what their background may be. This is contained in the schools Child Protection Safeguarding Policy and reflects the CP policy and procedures which operate within all agencies within Wakefield; including Health Service staff working within KHS.

Other services – such as the Health Service – may become involved within an issue of confidentiality as a duty of care and protection within the school. However, Health Service

staff are bound by the same requirements as other professionals to disclose information to Social Care Direct if they believe that the young person is at risk of harm.

The Policy recognises the important role and responsibility of the 'named person' Designated Senior Leader (DSL) for child protection for KHS, understanding the need that pupils are aware of matters pertaining to confidentiality. Where the 'named person' deems it necessary - as a result of possible child protection issues, relevant information will be passed on to Social Services or other support services.

9. Future Training Implications

The need for future training will be reviewed on an annual basis. This encompasses circumstantial needs such as staff turnover, new legislation and refresher training. Staff training needs to be recognised as essential on an annual basis so that SRE is taught effectively and continues to reflect the vision of the SRE policy of Kettlethorpe High School. Therefore, this will include:

- Cooperation and resources from external providers and the utilisation of specialist outside input wherever and whenever needed.
- School INSET; possible twilight sessions for staff
- Increasing the awareness and effectiveness of teaching SRE through dedicated but non-specialist staff.

10. Additional Information

Guidance expects schools to 'Help Children Achieve More' DFE 2010.

Parents have the legal right to withdraw their children from all or part of any SRE provided, with the exception of the biological aspects necessary under national curriculum science.

Should parents/ carers make this decision for their child we will offer help with appropriate materials which may help the parent/ carer deliver this education within the home.

Glossary & Acronyms

STI – Sexually Transmitted infection

KHS – Kettlethorpe High School.

SLT – Senior Leadership

SRE – Sex and Relationships Education