

Sex and Relationships Education

1.1 Principles

Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health. Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age.

1.2 Aims

The aim of SRE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. This will take place with consideration of the qualities of relationships within families.

1.3 Importance

This policy is important because:

- a) Parents say although they want to talk to their children about sex and relationships, they want schools to help them to do this.
- b) It is a legal requirement for schools to provide Sex and Relationships Education.
- c) It makes a positive contribution to young people's personal and social development and is closely linked with Every Child Matters Agenda.
- d) It helps to prevent negative health outcomes such as unintended pregnancies and sexually transmitted infections.

2. Procedures

2.1 Guidance and outcomes

All procedures are based on the most recent guidance to schools as detailed in DfEE 0116/2000 SRE guidance, Ofsted's *Sex and Relationships Report* (2002) and the National Healthy School Standard guidance DH/DfES (2006). Following this guidance, Sex and Relationships Education (SRE) at Kingsbridge Community College is delivered through the PSHE and Citizenship framework: it plays an important part in students' learning to:

- Provide the knowledge and information to which all students are entitled;
- Raise students' self esteem and confidence, especially in their relationships with others;
- Help students develop skills (language, decision making, choice, assertiveness) and make the most of their abilities;
- Develop students' skills for a healthier safer lifestyle;
- Develop students' communication skills and assertiveness skills to cope with the influences of their peers and the media;

- Help students learn to respect and care for their bodies;
- Prepare students for puberty and adulthood;
- Help students learn how to gain access to information and support.

A range of curriculum subjects including Science, R.E., Opening Minds, Year 8 Tutorial Programme and other subjects, as well as broader whole college opportunities, make a significant contribution to learning about relationships, sexuality and sexual health.

2.2 Values Framework

As part of SRE, students are taught about the nature and importance of marriage for family life and bringing up children. The College recognises— as in the Home Office, Ministerial Group on the Family consultation document *Supporting Families* - that there are strong and mutually supportive relationships outside marriage. Therefore students learn the significance of marriage and stable relationships as key building blocks of community and society. Care is also taken to ensure that there is no stigmatisation of children based on their home circumstances.

All those who teach aspects of SRE within college, including visitors, are expected to be guided by the following values framework which represents the values held in common by the whole college community. The teaching of SRE will encourage students to:

- Value and respect themselves
- Value and respect others for who they are, not for what they have or what they can do
- Value healthy sexual relationships which are based on mutual respect, care and goodwill
- Value and respect difference in people's religion, culture, sexual orientation, physical and mental ability and social background
- Value and respect their own and others' rights to make choices in sexual relationships after having accepted responsibility for considering the consequences of those choices
- Value stable and loving relationships for the nurturing of children and as the basis of a society in which people care for one another

The personal beliefs and attitudes of teachers will not influence the teaching of SRE in this college.

3. Learning

3.1 Learning outcomes for SRE within the College

By the end of Key Stages 3 and 4 students will have had opportunities to gain knowledge and skills necessary to build and maintain healthy relationships including sexual relationships. They will also have considered their own and others' attitudes towards relationships and sex as they begin to develop positive values which will guide them in making healthy choices in their future relationships.

3.2 The organisation of Sex and Relationship Education

SRE is co-ordinated by the Head of RE, Citizenship and PSHE and is taught within the PSHE programme at Key Stages 3 and 4. Biological aspects of SRE are taught within the Science curriculum and some moral aspects are taught within RE. SRE within PSHE is taught by a specialist team who will be offered training from a variety of trusted sources including the Sexual Health Unit of Plymouth NHS or the local Healthy Schools Team, to enable them to build their knowledge and skills.

A range of teaching methods which involve children's full participation are used to teach sex and relationship education. These include use of small group work, media, discussion, case studies, drama and role-play. Ground rules, cooperative learning techniques and coaching strategies are used to establish a safe environment to facilitate discussions and students are encouraged to reflect on their learning. Sex and relationship education is usually delivered in mixed gender groups. However, there may be occasions where single gender groups are more appropriate and relevant.

3.3. Use of visitors

“Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator's and teacher's responsibility to plan the curriculum and lessons.”
Sex and Relationship Guidance DfEE 0116/2000 P 29 6.11

Visitors to college, such as parents, health professionals and members of voluntary organisations, may be invited to plan and contribute to SRE lessons. They will be given a copy of this policy and will be expected to work within the values framework described within. The PSHE co-ordinator will ensure that the visitors' contributions to lessons are in line with the learning outcomes of the college's SRE programme. A teacher will be present during the lesson.

The College works closely with outside agencies including Youth Enquiry Service, the Youth Liaison Officer, Connexions Adviser and the College Nurse as well as Social Services and the Education Welfare Service. These agencies provide support for individual students, where appropriate, and also, when appropriate, visit classes to provide an up to date perspective on Sex and Relationships Education issues.

3.4 Terminology

OfSTED guidance recommends that it is important for children to learn the language associated with body parts so that children are able to talk to health professionals. Therefore, teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people.

3.5 Dealing with difficult questions

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs. This may involve referring the child back to their parent/carer, college health advisor/college nurse or young person's health drop-in service for an answer or seeking advice from the PSHE coordinator or senior pastoral lead.

3.6 Children with special needs

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

4. Monitoring and evaluation of SRE

The PSHE co-ordinator collects evidence for the monitoring and evaluation of the SRE programme by means of lesson observations, monitoring schemes of work and gathering feedback from teachers and students. Feedback is obtained from group discussions with teachers and students and feedback forms. The PSHE co-ordinator holds an annual review meeting with teaching staff and the Senior Pastoral Manager in order to review the evidence and plan the next year's programme. Any staff development needs will also be identified during teaching staff's annual performance management reviews. SRE issues will be included in the induction programme for all new members of staff through the College's Professional Studies program for NQTs overseen by senior management.

4.1 Withdrawal of students from sex and relationship education and complaints procedure

The College website includes information on Sex and Relationship Education and full details are available on request. Parents are recognised as having a legal right to withdraw their child from SRE via and any parent wishing to do so is encouraged to make an appointment with the PSHE coordinator or Senior Pastoral Manager to discuss the matter. Students cannot be withdrawn from any part of SRE which falls within the statutory National Curriculum for Science.

Any complaints about the content or delivery of SRE should be addressed to the PSHE coordinator in the first instance and escalated to the Senior Pastoral Manager if necessary.

5. Equal opportunities

All students are entitled to receive sex and relationship education regardless of ability, gender, race, religious belief or grouping. Through sex and relationship education we seek to develop a positive view of female and male sexuality. It is our intention all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development, with differentiated provision if required.

Objective discussion of the diversity of personal, social and sexual preference in relationships will take place in SRE and Religious Education and prejudiced views will be challenged in order to encourage tolerance. Any bullying around sexual behaviour or perceived sexual orientation arising from this prejudice will be dealt with as a serious matter.

6. Safeguarding / Confidentiality

Teachers are made aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. Under the common law young people are entitled to the same duty of confidence as adults. Personal information about them should not be shared without

their permission except for the purposes of child protection. There may be rare occasions when a child under the age of thirteen who is sexually active directly approaches a teacher. This should be viewed as a child protection issue and procedures should be followed as outlined in the Safeguarding sexually active young people guidance.

The staff member will inform the Designated Child Protection Officer in line with the LA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

Links with other policies:

- Citizenship
- Equal Opportunities
- Child Protection
- Confidentiality

There may be occasions when a teacher learns that a student under 16 is having or contemplating having sexual intercourse. In this case the teacher should:

Make sure the student is aware of the need to seek contraceptive and sexual health advice, knows how to get this and is aware of the legal implications of underage sexual activity.

Encourage the student to talk to a parent/carer.

Decide whether there are child protection issues: underage sex or a suspected pregnancy are not, in themselves, child protection issues unless the student is under thirteen years of age, there is coercion or abuse. A teacher who is concerned that there may be coercion or abuse can discuss the case anonymously with the Child Protection Officer. The CPO can advise whether they need to know the name of the student and whether the child protection procedure needs to be followed. The student will be kept fully informed at all stages. Please refer to the Safeguarding and sexually active young people guidance.

7. Parents

Kingsbridge Community College acknowledges the importance of working in partnership with parents. Kingsbridge Community College offers support to parents in their role as sex educators by providing detailed information on our programme through the PSHE booklet. We invite parents to get in touch if they have any questions about the content of the programme, or feel that they need support in providing for any aspect of the sex education of their children. The Student Planner provides details of other relevant agencies who parents might turn to for support in this process.

8. Review of Policy

The Sex and Relationships Education Policy will be reviewed every three years by the Community Committee of the Governing Body.

**Ratified by the Community Committee of the Governing Body
27th September 2010**