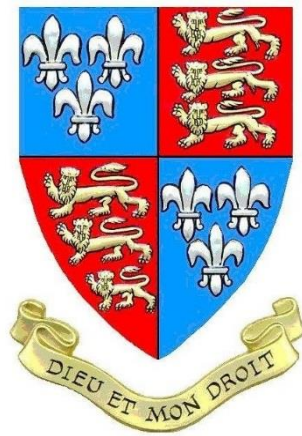


# King Edward VI Grammar School



## Sex and Relationships

# KING EDWARD VI GRAMMAR SCHOOL

## SEX AND RELATIONSHIP EDUCATION POLICY

**INTRODUCTION:** The government requires that all secondary schools must provide sex & relationship education including information about HIV, AIDS and other sexually transmitted infections. This policy is available to all parents, staff and the Student Council and will be reviewed every two years.

### 1. A Definition and Aims of Sex and Relationship Education

In brief, it is about:

- lifelong learning about physical, moral and emotional development;
- the understanding of the importance of family life, of marriage, of stable and loving relationships, and of respect, love and care;
- the teaching of sex, sexuality, and sexual health.
- The major strands of the National Healthy Schools Standards.

It has three main aims including that students should acquire appropriate:

*attitudes and values:*

- learning the importance of values, individual conscience and moral considerations;
- learning the value of family life, marriage, and stable and loving relationships for 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 prejudice and stereotypes.

*personal and social skills:*

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to understand and appreciate differences in people, free from prejudice;
- developing an understanding of the consequences of choices made;
- learning how to avoid exploitation and abuse;
- learning how to manage and resolve conflict through negotiation and compromise;
- learning how to access different sources of help and advice.
- knowing how to check and monitor their body for signs of cancer

*knowledge and understanding:*

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

- learning about local and national organizations and the type of help and support they can offer.
- Knowing where to go to seek further help and guidance – FRANK, Connexions, School Nurse, Positive Health.
- Learning about implications of relationships on social networking.
- Understanding implications of 'sexting' and consequences.
- Differentiating between pornography and reality of relationships.
- Knowing how to respect self and other member of relationships.
- Recognising what domestic abuse in teen relationships looks like and knowing how to put a stop to it.
- Understanding what precautions to take to ensure that pupils do not become vulnerable to exploitation and knowing how to report it.
- Knowing the law.

## 2. **The Provision of Sex and Relationship Education**

Sex and Relationship Education is taught as part of the PSHEE programme (see Personal, Social, Health and Economic Education Programme of Study) organised and coordinated by the PSHEE Coordinator, responsible to the Deputy Head Teacher for Pupil Support & Intervention. A School Governor also has a specific responsibility to liaise with the PSHEE Coordinator, to act as a link between the teaching staff and the Governing Body, and to be a source of advice and support.

SRE plays an important role in the School's aim to develop students' confidence and responsibility, to develop a healthy, safer lifestyle, and to develop good relationships and respect for the differences between people.

## 3. **Planning & Delivery**

For all year groups lesson plans are provided. Where these lessons are not delivered by external agencies, these lessons are provided on the 'Year 7-11 PSHE Programme' which can be found in the 'PSHE' link on the Desktop. They can be inspected in advance.

Almost all lessons begin with the teacher explaining the objectives of the lesson, but in other respects, there is a great variety of approaches and methods.

Discussion is a very important part of almost all lessons, when possible, outside expert speakers are used, including a local doctor (Y7 and Y10), the School Nurse (Y10, Y11) and representatives from Positive Health (Y10-11).

## 4. **Monitoring, Evaluation and Consultation with Students, Parents & Primary Feeder Schools.**

All Sex and Relationships lessons are constantly reviewed, both in the light of new educational materials becoming available and as a result of consultation with students, parents and governors. Students are asked to complete evaluations of their lessons and to discuss and comment on the quality of Sex and Relationship Education lessons in School Council meetings. Parents are asked to comment on the School's Sex and Relationship Education policy and on any other aspect of the teaching of this subject.

### *Teachers*

Staff are invited to read, review and provide input to the development of the policy. The whole process is overlooked by the Deputy Head of Pupil Support and Intervention and the Coordinator of PSHEE.

### *Parents*

Parents / Carers and pupils have details of the upcoming SRE programme available in pupil planners and are invited to discuss anything they wish to. Parents are also invited to become a member of the SRE Focus Group in which they can express their views, concerns and discuss areas of SRE they would like to see included in the programme. Their input also informs the development of the policy. In addition, parents are provided with links on the school website to agencies that provide advice to parents about key issues at [www.kevigs.org](http://www.kevigs.org) under the 'Parents' section.

### *Pupils*

Pupils are consulted through the Student Council and through Year 11 Leavers' Evaluations as well as discussion with Sixth Form. The SRE Policy is informed by the outcome of these consultations. In addition, pupils are invited to comment on their progress in annual school reports, as part of their record of achievement.

Further information and links offering advice on important issues including Drugs, Alcohol and Internet Safety are provided on the school website.

### *Primary Feeder Schools*

Feeder schools are consulted to provide details of the provision of SRE to ensure effective continuity into Key Stage 3. This is achieved through Questionnaires completed by the schools' PSHEE Co-ordinators. In addition, their policies are collected and SRE needs of are identified so a appropriate programme that complements these can be developed and delivered.

### *Governors*

Helen Dunning, the designated governor for PSHEEE is also involved in the review and monitoring of the policy as well as discussions with the focus group.

### *Specialists*

The School Nurse and Senior School Improvement Consultant for Drugs, PSHEEE & Citizenship have also been consulted in the development and review of this policy.

## **5. The Parents' Right To Withdraw Students From Lessons**

Parents have a right to withdraw their children from any Sex and Relationship lesson, but not from the lessons on this subject which are taught as part of the National Curriculum Science lessons. Consent forms for parents to complete are provided on the student planners which are checked by tutors and names of withdrawn pupils passed on to PSHE Education Coordinator. Parents and carers are also invited to discuss details of lessons and resources if they would like further information and are updated about developments of SRE Focus Group through the website and / or newsletter.

## **6. Confidentiality and Child Protection**

Teachers cannot offer or guarantee absolute confidentiality.

It is only in the most exceptional circumstances that teachers will allow themselves to be in the position of having to handle information without parental knowledge.

Where child protection issues need to be addressed, staff have a professional responsibility to share relevant information about the protection of children with other professionals, particularly investigating agencies. If a student confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tells the student sensitively that he or she has a responsibility to refer cases of alleged abuse to the appropriate agencies for the student's own sake. Within that context, the student should, however, be assured that the matter will be disclosed only to people who need to know about it.

Staff who receive information about students and their families in the course of their work should share that information only within appropriate professional contexts.

Records relating to child protection issues will be kept securely locked.

#### 7. **Sensitive Issues**

It is inevitable that controversial issues may occur as part of SRE e.g. homosexuality, divorce, rape, abortion, etc. The issue will be addressed with sensitivity and at a level appropriate to the age group, in an objective manner free from personal bias. Account must be taken of different viewpoints, e.g. different religious beliefs. Discussion should be set within the legal framework and students made aware of the law as it relates to these issues. Students are made aware that some information cannot be held confidential, and should understand that if certain disclosures are made, certain actions will ensue. At the same time students will be offered sensitive and appropriate support.

#### 8. **Equal Opportunities and Inclusion**

Sex and Relationship Education is for all students and in developing its policy and programme the School has considered the needs of all students.

SRE has to be inclusive and should seek to help young people to:

- Be aware of sexuality
- Understand the arguments for and benefits of delaying sexual activity
- Understand the reasons for having protective sex
- Value themselves and others
- Avoid exploitation

#### 9. **Gender**

The focus of almost all lessons is on boys as much as on girls and activities have been developed to engage boys as much as girls.

#### 10. **Family Life**

In teaching the importance of marriage and stable relationships teachers are sensitive to the need not to stigmatise students on the basis of their family circumstances.

11. **Special Educational Needs**

The School recognises its responsibility to ensure that students with special educational needs and learning difficulties are fully included in Sex and Relationship Education. Sex and Relationship Education should help all students understand their physical and emotional development and enable them to make positive decisions in their lives.

12. **Sexuality & Homophobic Bullying**

The issue of sexual orientation has to be handled with sensitivity. All students, whatever their developing sexuality, need to feel that Sex and Relationship Education is relevant to them and sensitive to their needs. Teachers will try to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. The issue of homophobic bullying is dealt with in tutorials on bullying; and its unacceptability and the emotional distress and harm it causes, are stressed. King Edward's will take positive steps to eradicate homophobia as a motivator for bullying. Through the Citizenship programme and subjects such as Religious Studies work will include discrimination; social injustice and respecting diversity, with specific reference to the human rights of gay, lesbian and bisexual people. Homophobic bullying at school is neither trivial or acceptable. This is highlighted by external agencies including Children's Plan who speak about 'anti-bullying' as well as Zest Theatre. The school has an obligation to support all students, particularly those who are marginalized and potentially vulnerable.

13. **Religion and Faith**

Louth is perceived as a predominantly white, Christian community therefore it is important that the school does not ignore issues relating to other religions, faiths and cultures. Through PSHEE and by linking to other curriculum areas such as Religious Studies students are made aware of other religions, faiths, cultures and citizenship.

14. **Teenage Pregnancy – Contraception Advice & Abortion**

By law teachers are not allowed to give individual or personal advice. They may offer advice, but only to a group with reference to legal situation and the aspect of sexually transmitted diseases. However, students should be educated as to the other sources of advice and support.

15. **HIV/AIDS Awareness, Sexually Transmitted Infections (STI's)**

As part of the SRE programme issues of contraception; HIV/AIDS; STI's; sexuality and abortion are addressed. Facts are presented in a balance and objective way, with students being encouraged to consider their attitudes and values. Pupils are made aware of the difference between fact, opinion and religious belief.

16. **Staff Training Needs**

Staff training needs are continually reviewed. One members of the Health Education team has completed their training as a Sex and Relationships teacher. Appropriate courses are attended by all members of staff who teach Health Education to ensure up to date knowledge and expertise, and access to new resources.

All teachers of Sex and Relationship Education will receive up to date in-service training.

17. **Resources**

All resources used are chosen for their appropriateness for the age group and ability of the students and for their accessibility; also, all resources must be consistent with the aims of the SRE programme and with the aims and ethos of the school.

18. **The Role of the Coordinator**

The PSHEE-SRE Coordinator is responsible to a member of the Leadership Team and the Headmaster to ensure that the aims of the SRE programme are being achieved, that all necessary resources are obtained and that staff receive appropriate training.

The PSHEE-SRE Coordinator is also responsible for monitoring and evaluating the resources and lesson plans, for checking the suitability of outside visitors and agencies and for ensuring the dissemination of the SRE policy.

19. **The Use of Outside Visitors/Speakers**

The School currently follows the guidance as set out in 'Meeting Points Guidelines for Visitors in Schools, September 2003'.

It is the responsibility of the PSHEE-SRE Coordinator to ensure that any outside agency or establishment who approaches the School to offer their services is able to offer an activity/learning opportunity which fits into the targets and learning objectives of the SRE programme, will add value to the programme, and is recommended by another school, by the School Improvement Service, or by another known and respected agency.

The outside speakers and agencies currently employed have been referred to at 2 and 3 above.

20. **Dissemination of Policy**

This policy has been written for staff, pupils, governors, parents and relevant outside agencies. A copy of this policy is kept in the Staff Handbook, and on the school website on [www.kevigs.org](http://www.kevigs.org). Copies are also distributed to all members of staff and to the School Council. Parents are informed of policy developments in the School Newsletter and all parents who wish to inspect the policy are invited to do so.

21. **Links with Other Policies**

The role of Sex and Relationships Education within the PSHE Education programme is set out in the PSHEE Programme of Study and the PSHEE Policy. Other policies which have a direct bearing on Sex and Relationships Education include Equal Opportunities, Drug Education, Anti-bullying Policy, Disciplinary Code for Students & Safeguarding Policy.

22. **Guidance and Legislation**

- *SRE Guidance (DfEE 0116/2000)*
- *Framework of PSHEE & Citizenship (NC 2000)*
- *National Healthy Schools Standard Guidance*
- *OfSTED Report on SRE (2002)*
- *LEA SRE Guidance (2004)*

## 23. Appendices

- (i) Programme of SRE
- (ii) National Curriculum Science Key Stages 3 & 4
- (iii) Value Framework

### APPENDICES (i)

#### CONTENT OF Sex & Relationships Education Programme

The SRE content of PSHEE/Citizenship is detailed below.

It aims to address:

- **Puberty Changes:** personal hygiene, expectation of change, body image, variety and stereotypes
- **Relationships:** relationship skills, self-image and identity, body language, relationships with family and friends, platonic and sexual relationships, morality in relationships, coping with abuse
- **Human Sexuality:** questions about human sexuality, sexual alternatives, HIV & AIDS, the expression of sex within relationships, the right not to be sexually active, peer group and media pressures, the importance of safe sex
- **Population, Growth and Control:** population growth, the choice of parenthood, discussion of contraceptive methods
- **Education for Parenthood:** the nature of families – pressures and responsibility, parenting skills
- **Gender Role:** changing attitude to gender role; sexism, equal opportunities
- **STI's and Abortion:** including associated ethical and moral questions
- **Agencies:** voluntary and statutory help available for individuals and families

Sex & Relationship Education should prepare young people for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour
- Be aware of their own sexuality and understand human sexuality
- Understand the arguments for delaying sexual activity
- Understand the reasons for having protected sex
- Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships
- Have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationships they want
- Communicate effectively
- Have sufficient information and skills to protect themselves and, where they have one, their partner from unintended/unwanted conceptions, and sexually transmitted infections, including HIV
- Avoid being exploited or exploit others
- Avoid being pressured into unwanted or unprotected sex
- Access confidential sexual health advice, support and, if necessary, treatment



Year	Topics
7	<ul style="list-style-type: none"> <li>▪ Physical developments in puberty</li> <li>▪ Personal hygiene/healthy life style – diversity recognised</li> <li>▪ Self-esteem and assertiveness</li> <li>▪ Personal safety</li> <li>▪ Bullying – appreciation that sexuality is a motive for bullying</li> </ul>
8	<ul style="list-style-type: none"> <li>▪ Emotional developments in puberty, attitudes and peer family pressure</li> <li>▪ Alcohol/binge drinking and risks associated with</li> <li>▪ Respecting others/different life styles/prejudice and racism</li> <li>▪ Stereotypes (racial and sexual)</li> </ul>
9	<ul style="list-style-type: none"> <li>▪ Sex and relationships: differences between having sex and reproduction, value of a loving relationship, reasons why people have sex and why they should delay sexual activity; assertiveness to combat peer pressure</li> <li>▪ Awareness of HIV, STI's and AIDS</li> <li>▪ Contraception</li> </ul>
10	<ul style="list-style-type: none"> <li>▪ HIV, STI's and AIDS: appreciate the importance of protected sex, detailed knowledge of STI's – their symptoms and treatment, awareness of care providers for screening and treatment, e.g. GUM Clinic</li> <li>▪ Contraception – appreciation of advantages and disadvantages of each type, appreciate joint responsibility over contraception and conception, consequences of early sexual activity</li> <li>▪ Risks associated with binge drinking, spiking, drugs and promiscuous sexual behaviour, awareness of FAS (foetal alcohol syndrome)</li> <li>▪ Drugs agency support for families and for users (WAM &amp; FACE IT)</li> <li>▪ Mental health; definition of mental health and mental health disorders; attitudes towards</li> <li>▪ Respect &amp; Delay</li> </ul>
11	<ul style="list-style-type: none"> <li>▪ Chlamydia Screening by Positive Health</li> <li>▪ Parenting skills</li> <li>▪ Personal safety, including Stop and Search</li> <li>▪ Domestic violence, family pressures and stress</li> <li>▪ Homelessness, Drugs, Prostitution, Sexting, Pornography</li> </ul>

## **Appendix ii**

### **National Curriculum Science Key Stage 3**

- That fertilisation in humans ..... is the fusion of a male and a female cell
- About the physical and emotional changes that take place during adolescence
- About the human reproductive system, including the menstrual cycle and fertilisation
- How the foetus develops in the uterus
- How the growth and reproduction of bacteria and the replication of virus can affect health

### **National Curriculum Science Key Stage 4**

- The way in which hormonal control occurs, including the effects of the sex hormones
- Some medical uses of hormones including the control and promotion of fertility
- The defence and mechanisms of the body
- How sex is determined in humans

## **Appendix iii**

### **A Value Framework for SRE**

Young people should be taught SRE within a framework that models and encourages the following values:

- A respect for self
- A respect for others
- Non-exploitation in sexual relationships
- Commitment, trust and bonding within sexual relationships
- Honesty with self and others
- A development of critical self-awareness for themselves and others
- An exploration of the rights, duties and responsibilities involved in sexual relationships
- Compassion, forgiveness, mercy and care when people do not conform to their way of life
- An acknowledgement and understanding of diversity regarding religion, culture and sexual orientation
- Self discipline regarding their sexuality