

Sex and relationship education policy

King Edward VI Community College



Approved by: KEVICC FGB

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1. Aims

The aims of sex and relationship education (SRE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- We believe in educating the whole child, balancing high standards of academic achievement with personal development, which includes SRE.

2. Statutory requirements

At KEVICC we teach SRE as set out in this policy.

Under [section 3.6 of the National Curriculum](#), SRE is compulsory from year 7 onwards.

Secondary schools must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

3. Policy development

This policy has been developed in consultation with staff and pupils. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Pupil consultation – we investigated what exactly pupils want from their SRE through PSHE lessons
3. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

SRE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

SRE involves a combination of sharing information, and exploring issues and values.

SRE is not about the promotion of sexual activity.

5. Delivery of SRE

SRE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of SRE are taught within the science curriculum, and other aspects are included in religious education (RPE).

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.

6. Roles and responsibilities

6.1 The governing board

The governing board will approve the SRE policy, and hold the headteacher to account for its implementation.

6.2 The headteacher

The headteacher is responsible for ensuring that SRE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of SRE (see section 7).

6.3 Staff

Staff are responsible for:

- Delivering SRE in a sensitive way
- Modelling positive attitudes to SRE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of SRE

Staff do not have the right to opt out of teaching SRE. Staff who have concerns about teaching SRE are encouraged to discuss this with the headteacher.

6.4 Pupils

Pupils are expected to engage fully in SRE and, when discussing issues related to SRE, treat others with respect and sensitivity.

7. Parents' right to withdraw

Parents' have the right to withdraw their children from the non-statutory/non-science components of SRE.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from SRE. An alternative setting for their lesson will also be provided.

8. Training

Staff are trained on the delivery of SRE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching SRE.

9. Monitoring arrangements

The delivery of SRE is monitored by Sarah Winstone, Assistant Principal, through:

- PSHE Departmental annual review
- Pupils' development and behavior in SRE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Sarah Winstone, Assistant Principal, annually. At every review, the policy will be approved by the Governing body.

Appendix 1: Our Curriculum: SRE Programmes of study

At Key Stage 3 students will have the opportunity to learn:

Core Theme 1: Health and Well-being:

- to recognise their personal strengths and how this affects their self-confidence and self-esteem
- to recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem
- the characteristics of mental and emotional health and strategies for managing it; to manage growth and change as normal parts of growing up (including consolidation and reinforcement of Key Stage 2 learning on puberty, human reproduction, pregnancy and the physical and emotional changes of adolescence)
- the risks associated with female genital mutilation (FGM), its status as a criminal act and sources of support for themselves or their peers who they believe may be at risk, or who may have already been subject to FGM.
- the importance of taking increased responsibility for their own personal hygiene
- that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain STIs
- about contraception, including the condom and pill
- ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations
- about how to access local health services

Core Theme 2: Relationships

Pupils will have the opportunity to learn:

- the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships
- to explore the range of positive qualities people bring to relationships
- that relationships can cause strong feelings and emotions
- the features of positive and stable relationships (including trust, mutual respect, honesty) and those of unhealthy relationships
- that the media portrayal of relationships may not reflect real life
- different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these
- the nature and importance of marriage, civil partnerships and other stable, long-term relationships for family life and bringing up children
- that marriage is a commitment, entered into freely, never forced through threat or coercion and how to safely access sources of support for themselves or their peers should they feel vulnerable.
- to understand the importance of friendship and to begin to consider love and sexual relationships in this context
- to consider different levels of intimacy and their consequences
- to acknowledge the right not to have intimate relationships until ready and the benefits of delaying sex (or any level of intimacy beyond that with which the individual feels comfortable)

- that consent is freely given and that being pressurised, manipulated or coerced to agree to something is not 'consent'; that the seeker of consent is responsible for ensuring that consent has been given and if not given or withdrawn, that decision should always be respected.
- to learn about the law in relation to consent
- about the risks related to unprotected sex, which could include exploring the consequences of unintended pregnancy and the options available in such circumstances
- to recognise the portrayal and impact of sex in the media and social media (which might include music videos, advertising and sexual images)

At Key Stage 4 and 5.

Core Theme 1: Health and Well Being

Building on Key Stage 3, pupils have the opportunity to learn:

- to evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others
- where and how to obtain health information, advice and support
- to take increased responsibility for monitoring their own health (including testicular and breast self-examination)
- how lifestyle choices affect a fetus
- about STIs, including HIV/AIDS, how to protect themselves and others from infection and how to respond if they feel they or others are at risk
- about personal safety and protection, reducing risk and minimising harm in different settings
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Core Theme 2: Relationships

Building on Key Stage 3, pupils should have the opportunity to learn:

- strategies to manage strong emotions and feelings
 - the characteristics and benefits of positive, strong, supportive, equal relationships
 - that living together, marriage and civil partnerships are ways that people freely and without coercion, demonstrate their commitment to each other
 - to recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including honour based violence, forced marriage and rape)
 - managing changes in personal relationships including the ending of relationships
 - to develop an awareness of exploitation, bullying and harassment in relationships and how to respond
 - about the concept of consent in relevant, age-appropriate contexts building on Key Stage 3
 - how to access such organisations and other sources of information, advice and support
- about diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them
- to understand the role of sex in the media and its impact on sexuality
 - how to seek consent and to respect others' right to give, not give or withdraw consent to engage in different degrees of sexual activity
 - to recognise when others are using manipulation, persuasion or coercion and how to respond
 - to understand and respect others' faith and cultural expectations concerning relationships and sexual activity