



Kirkby High School

Sex and Relationships Education Policy

Amending or Replacing previous policy	Yes
Date Adopted	15.1.14
Signature of Chair	
Date of Review	
Signature of Chair on review if unamended	
Date of next review	
Signature of Chair on review if unamended	



KIRKBY HIGH SCHOOL SEX AND RELATIONSHIPS EDUCATION POLICY

Information

The Sex and Relationship Guidance DfEE 0116/2000 requires all schools to have an up-to-date policy that is made available for inspection to parents.

Members of Staff responsible

PSHEE Co-Ordinator

Principles

According to KHS student voice SRE: 'should be taught by a man and a woman' who 'teach PSHE' 'to every year group', and 'should cover all parts of growing up, bullying, friendship and contraception' 'with games and focus on relationships.'

Sex and relationships education has an emphasis here on *relationships*. It is not just about growing up, nor contraception, nor scary photos of STIs, but focuses on building the self confidence of our young people, and promoting positive relationships between them.

Sex and Relationship Education contributes to the requirement of the 1996 Education Act, and this policy outlines how this education is planned, delivered and monitored at Kirkby High school. Moreover, recognising the importance of positive relationships, it demonstrates that the staff and governors of Kirkby High School are committed to "promoting the spiritual, moral, cultural and physical development of our pupils and preparing them for the opportunities, responsibilities and experiences of adult life" (Education Act, 1996: section 351).

Meanwhile, the 2008 QCA Personal Wellbeing Programme of Study stated that:

Personal wellbeing helps young people embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities pupils recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, schools and communities. As pupils learn to recognise, develop and communicate their qualities, skills and attitudes, they build knowledge, confidence and self-esteem and make the most of their abilities.

The ability to form and maintain positive relationships is at the heart of this: therefore sex and relationships education plays a vital part in our provision.

Aims and Objectives

The aim of this policy is to clearly communicate the manner in which SRE will be delivered to staff, parents, visitors and students.

SRE should provide students with knowledge and encourage the acquisition of skills and attitudes which will allow them to manage their lives in a responsible and healthy way.

Kirkby High School believes that all students should be offered the opportunity of receiving a well-structured programme of SRE within a moral framework.

Parental Rights

Parents may withdraw their child from all or part of SRE except that which is included in the National Curriculum.

It is acknowledged that parents have the prime responsibility for bringing up children. It is recognised that parents are key figures in helping their children cope with emotional and physical aspects of growing up and in preparing them for the challenges and responsibilities which sexual maturity brings.

At Kirkby High School the teaching offered aims to provide accurate and factual information which should complement and support the role of parents. Kirkby High School's policy will ensure that any SRE will be presented in the context of family life, loving relationships and respect for others.

Therefore the programme will reflect the school ethos and demonstrate and encourage the following values:

- Respect for self and others
- Understanding and care for others (including empathy)
- The right to hold own views
- Tolerance of difference and diversity
- To be prepared for puberty and understand the physical and emotional changes that can occur.
- Understand the importance of stable supportive relationships within families.

Objectives

1. To provide pupils with accurate information about sex and relationships, including changes at puberty, through the use of engaging learning opportunities, relevant resources and interesting activities and visiting speakers from outside agencies.
2. To encourage personal responsibility in all forms of behaviour, following the Kirkby Code.
3. To foster and encourage self esteem, and the ability to form and maintain positive relationships.
4. To encourage respect and consideration for others (Kirkby Child)
5. To encourage responsibility for their family, friends school and wider community.

6. To discuss religious views and attitudes towards elements of relationships and family life.

Contents

The curriculum is mostly taught as part of the science and religious education curriculum. Some elements may be included in other subjects, for example, in English when discussing gender equality, or in form time SMSC presentations.

Elements of SRE are also explored in small group work, intervention, one to one and through outside speakers and drama at different times eg domestic abuse group work.

Sex and Relationships Education within the National Curriculum

PSHE (Personal Wellbeing)

- a) Personal Identities
- b) Healthy Lifestyles
- c) Risk
- d) Relationships
- e) Diversity

Science (Biology)

- a) Puberty
- b) Production of sperm and eggs
- c) Male and female sex organs
- d) Hormones and fertilisation
- e) Development of embryo
- f) Genetics

Values and beliefs

As well as knowledge and information students will be encouraged to consider the importance of the following:

- respect and valuing themselves and others
- understanding and sensitivity towards the needs and views of others
- taking responsibility for their own actions regarding sexual behaviour
- recognising the emotional and moral implications of certain types of behaviour
- responsibility to their family, school and wider community

Skills and abilities

Students will be helped develop the following skills:

- communication, including the making and keeping of relationships and families
- assertiveness
- decision making
- recognising and using opportunities to develop a healthy lifestyle

Organisation

- a) There is a KHS PSHE co-ordinator who monitors delivery across the school. Curriculum planning is the responsibility of departments, but resources and good practice is shared routinely.
- b) Delivery is through: planned aspects within Science plus discussion of moral and social ethical issues which may arise from apparently unrelated topics in other National Curriculum subjects and form time sessions. As long as discussion takes place within the context of the subject being taught it will not be considered part of the SRE programme, and therefore not subject to parental right of withdrawal.
- c) Teaching approaches: students receive information through a variety of approaches to enable moral issues to be explored through discussion and to acquire appropriate skills. The Kirkby Code and Kirkby Child values should underpin delivery and discussion at all times. Where appropriate the involvement of health professionals will be encouraged, in particular when information regarding contraception is to be delivered.
- d) Student grouping: where possible, mixed ability and gender groups are taught, unless there is a specific need wherein arrangements will be made to teach pupils in appropriate groupings.
- e) Resources: a wide range of teaching resources are available to teachers and for inspection by parents through co-ordinators at open evenings. Resources will always be age-appropriate and up-to-date, should challenge stereotypes, and have local relevance where possible. Staff will be comfortable using all resources.

Staff

It is important that staff feel comfortable when teaching SRE. Teachers should be aware of the content and consult with the PSHEE co-ordinator if unsure.

Specific issues

Staff, parents and students will be informed of school procedures when presented with any of the following issues:

a) Confidentiality and advice

Students will be made aware that some information cannot be held confidential, and made to understand that if certain disclosures are made, certain actions will ensue. At the same time, students will be offered sensitive and appropriate support. The following procedures will be adhered to by all adults:

- i) Disclosure or suspicion of possible abuse - the school's child protection procedures will be invoked (see relevant policy) and concerns related to safeguarding officers.

ii) Disclosure of pregnancy or advice on contraception - it is hoped that the following procedure will ensure that students who are in difficulty know that they can talk to an adult in the school and that they will be supported eg PSOs in Student Services, safeguarding officers.

Following the Fraser guidelines, professional information and guidance will always be sought from a health professional. The school will always encourage students to talk with their parents first:

- students should be asked whether they can tell their parents and whether they want help in doing so. If this takes place subsequent responsibility then lies with the parents unless there are clear child protection implications.
- if the student refuses to tell their parents the adult should refer them to a health professional.
- the adult should report the incident to the Safeguarding Officer, who will consult with the health professional about informing the parents.

b) Enquiries regarding sex education

Any parents who are concerned in any way about the school's SRE programme should contact the school and make an appointment to see the PSHEE co-ordinator.

c) Parental Partnership

Under the Education Act 1993, parents have the right to withdraw their children from all or part of the SRE programme. Once a child has been withdrawn they cannot take part in later SRE without parental approval.

d) Family Life

The value of family life is an important aspect, which will be approached largely through a consultation of the qualities and relationships between the group of people, with an emphasis on stability, respect, caring and support.

e) Other Issues

As part of the SRE programme, issues of contraception, HIV and AIDS, sexuality and abortion are addressed. Facts are presented in an objective and balanced way, with pupils being encouraged to consider their attitudes and values within the framework set out in paragraph 4. They will be made aware of the difference between fact, opinion and religious belief.

f) Complaints Procedure

Any complaints about the SRE curriculum should be made in accordance with the Complaints Procedure.

Monitoring and Review

- a) SRE will be monitored by the PSHEE co-ordinator and Heads of RE and science.
- b) The full policy will be made available to all parents via the school website when their child enters the school. Their consent for children to attend SRE lessons comes from a parent information form, distributed at the start of every academic year.
- c) Policy will be monitored annually and updated every five years, or when necessary.

Dissemination of the policy

The full policy, appendices and full programmes of study are available on request to parents, and OFSTED through the Headteacher and PSHEE Co-ordinator.