

KING EDWARD VII SCHOOL POLICY



Sex and Relationship Education

Document Adopted by Governing Body

Date: October 2015

Signed (Chair): *Barbara Walsh*

Date: 25 November 2015

Print Name: Barbara Walsh

Date of Next Review: October 2017

King Edward VII School

Sex and Relationship Education Policy 2015

Context

The Governing Body considers it important that Sex and Relationship Education is taught in school and, in light of this, keeps its Sex and Relationship Education (SRE) Policy under review. A SRE Policy has been in existence in the school since 2001 and was developed in response to SRE Guidance DfES 2000 and the National Healthy Schools Programme.

Consultation – SRE Policy

An important consultation period took place during 2013-14 for the revised SRE Policy. The consultation involved:

- Student focus groups / School Council across all key stages from Y7 to Post 16
- Review of the SRE curriculum content primarily in PSHE and Science
- Consultation with the wider community including the School Nursing Service and other health agencies

What is Sex and Relationship Education?

SRE is lifelong learning about physical, emotional, moral, spiritual, sexual and cultural development. It is about the understanding of the importance of caring, stable and loving relationships, respect and care for family life. It is also about the teaching of sex, sexuality and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. The teaching of SRE is also set within the context of the School's statement of values and the following policies: Equality Statement, Inclusion for Learning, Anti-Bullying, Confidentiality and Child Protection / Safeguarding Procedures.

Principles and Values

King Edward VII School believes that SRE should:

- Be an integral part of the lifelong learning processes, beginning at home and continuing through primary and secondary school
- Be an entitlement for all young people to prepare them for safe, secure and happy relationships
- Be set within the wider school context and support family commitment regardless of the nature of the family e.g. single parent, heterosexual, gay etc.
- Create an environment in which young people can ask questions and engage in discussions on sexual matters in a safe, supportive and informed setting within the context of established ground rules
- Recognise parents are important people in teaching their children about SRE and growing up. We aim to work in partnership with parents and students, consulting with them about the SRE Policy and schemes of work. Information will be provided in the form of a PSHE booklet at the start of each year and be placed on the School's website in the parents' section.

Aims

The aims of SRE are to provide balanced, factual information about human reproduction together with careful consideration of the broader emotional, physical, sexual, moral and ethical dimensions of sexual health. Our SRE programme aims to prepare students for adult life in which they can:

- Make informed and personal decisions about their present and future lifestyles
- Have the confidence and self-esteem to value themselves and others while respecting individual conscience
- Impart accurate knowledge and information
- Understand their own sexual development and view it as a positive aspect of their whole development
- Develop the range of personal skills needed for relationships e.g. negotiation, decision making, listening and assertiveness skills
- Be respected and able to encourage respect for others
- Understand the responsibility and importance of building up trusting relationships
- Understand the arguments for delaying sexual activity
- Understand the consequences of their actions and behave responsibly within sexual and platonic relationships

- Avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex
- Communicate effectively by using appropriate terminology for sex and relationship issues
- Challenge discriminatory behaviour related to homophobia, sexual identity, sexism and prejudice and promote equality, diversity and inclusion
- Develop a critical awareness of messages about gender, appearance and sexuality within the media and elsewhere
- Understand the significance and prevention of sexually transmitted infections, including HIV
- Be aware of information sources and develop the skills and confidence to access confidential health services, advice, support and treatment if necessary
- Understand how the Law applies to sexual relationships

Organisation, content and delivery of SRE in the School

King Edward VII School delivers SRE through its discreet PSHE (Personal, Social and Health Education) Programme from Y7 to Y11, Science lessons at KS3 and KS4, Healthy School Week (annual event), targeted assemblies (e.g. sexual exploitation), Crime Awareness Day (annual event) and via the service provided by the School's Student Welfare Officer, School Nurses and other signposted agencies.

- Most of the SRE at King Edward VII School is delivered via timetabled PSHE lessons that are planned and delivered by subject specialists. External support, via other professionals, is provided as part of the well-established curriculum.
- The biological facts of human sexual reproduction are part of the National Curriculum and are taught in Science. Wider aspects of SRE are taught in PSHE which looks at relationships more generally and includes topics such as bullying, peer group pressure, marriage, relations between parents and children and equal opportunities.
- SRE is taught by subject specialists in both Science and PSHE. Many outside speakers and agencies also take part in discussions with teachers and students. Additional support is provided by links with the Sexual

Health Sheffield organisation. The School has held Healthy School Status for many years and continues to meet the standards.

- Our practice takes into account the variety of SRE received so far by young people, their ethnic diversity and religious traditions, whether or not they have a specific special educational need and the maturity of the individual child. Students take part in trust building exercises, establish clear ground rules at the start of each academic year, discuss issues in a structured but informal manner and are encouraged to ask questions, respond sensitively to others and express their own opinions.
- SRE is monitored and evaluated regularly through student, teacher, governor and external agency assessment, feedback and evaluation, both written and verbal. Lessons are also quality assured via the School's quality assurance procedures.
- Assessment activities are an integral element of the schemes of work in both PSHE and Science.

Right of withdrawal of students from SRE

Many parents and guardians recognise that their own SRE was inadequate and most support the School in its provision of SRE. However, some parents may prefer to take the responsibility for teaching their child aspects of the SRE programme. Parents and guardians have the right to withdraw their child from all or parts of the SRE programme except for those parts included in the statutory National Curriculum (i.e. Science lessons). Whilst the School is aware of the right to withdraw a child, we aim to deliver SRE in a way that is welcomed and appreciated by all parents and guardians so there should be no reason for withdrawing children.

We aim to keep parents and guardians fully informed about the content and organisation of the SRE teaching in the School. It has been our practice to have information evenings on aspects of the curriculum, including sex education. Parents/guardians can also see, at any time, the details of planned schemes of work, look at the materials to be used in lessons and discuss the course content with staff. We hope that parents will resolve any concerns by discussion with the Curriculum Leader for PSHE.

Confidentiality sensitive issues

With reference to safeguarding young people, members of staff at King Edward VII School cannot offer unconditional confidentiality. Staff are happy to make resources available to parents to use if they are available or to signpost parents to external support agencies.

Information and guidance is available on the School's website and MLE, including:

- Safeguarding policies
- How parents can access guidance to support their child
- On line safety

Monitoring and evaluation of the SRE Policy


It is the responsibility of the Curriculum Leader for PSHE to oversee and organise the monitoring and evaluation of the SRE Policy in the School. This will be done in consultation with the Curriculum Leaders for Science and with the Inclusion for Learning Group in the School.

This policy will be monitored and evaluated annually. Any suggested amendments will be taken into account and adopted where appropriate.

OFSTED is required to evaluate and report on the spiritual, moral, social and cultural development of students. This includes evaluating and commenting upon King Edward VII School's SRE Policy, in addition to commenting upon support, staff development, training and delivery.

This SRE Policy was adopted on 25 November 2015.

Signed:

1. Linda Gooden, Associate Headteacher :  Date: 25.11.15
2. Kim Wilson, PSHE Curriculum Leader: K Wilson Date: 25.11.15
3. Caroline Fisher, Chair of the Curriculum and Performance Committee,

Governors:  Date: 25.11.15

Linda Gooden
File: Inclusion for Learning Group