

KWS Educational

Sex and relationships Policy

Version 4 August 2018

Approved by the Trustees

Review 1 year from date of approval.

SRE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding and importance of stable and loving relationships, respect, love and care for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

Aims

The aim of SRE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious and moral dimensions of a sexual relationship. KWS SRE programme aims to prepare pupils for adult life so they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- Have the confidence to value themselves and others and respect individual conscience.
- Have the skills to judge what sort of relationship they want.
- Understand the consequences of their actions and behave responsibly within sexual and non-sexual relationships.
- Avoid being exploited and exploiting others or being pressured into unwanted sex either protected or un-protected.
- Communicate effectively when discussing sex and relationship issues.
- Understand the arguments for delaying sex.
- Understand the reasons for having protected sex.
- Have sufficient information and skills to protect themselves from sexually transmitted infections including HIV.
- Be aware of sources of support and help and be able to access them.
- Know how the law applies to sexual relationships, including consent.

Content of SRE.

SRE is delivered through PSE and science lessons in KS3 and KS4, but may also be discussed during keywork sessions. The physical and reproductive aspects are taught by the science department whilst the emotional development of relationships aspects lie within the PSE context.

Many of the issues discussed during SRE may be of a delicate or sensitive nature so prior to a lesson ground rules are established to prohibit any inappropriate personal information being requested or disclosed. Some specific questions may be dealt with individually in order to maintain the established ground rules.

SRE has three main elements:

1. Attitudes and Values

- learning the importance of values and individual conscience and moral considerations
- learning the value of family life, marriage and stable and loving relationships for the nurture of the children
- learning the value of respect, love and care
- exploring, considering and understanding moral dilemmas
- developing critical thinking as part of decision making

2. Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively
- developing self respect and empathy for others
- learning to make choices based on an understanding of difference and with an absence of prejudice
- developing an appreciation of the consequences of choices made
- managing conflict
- learning how to recognise and avoid exploitation and abuse

3. Knowledge and Understanding

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

Answering Difficult Questions

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of SRE.

- Pupils will be given preparation so that they will know how to minimise any embarrassment they may feel.
- No one (teacher or pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- Meanings of words will be explained in a sensible and factual way.

Dealing with Questions

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting.

- Teacher should set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which does not encourage giggling and silliness.
- Pupils should be encouraged to write down questions anonymously and post them in a question box, the teacher will have time to prepare answers to all questions before the next session, and will choose not to respond to any questions which are inappropriate.
- If a verbal question is too personal the teacher should remind the pupils of the ground rules.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- If a teacher is concerned that a pupil is at risk of abuse the head teacher should be informed and the usual child protection procedures followed.

Inclusion

As with all education, the teaching of SRE is inclusive in all areas. We recognise that for some pupils it is not culturally appropriate for them to be taught particular topics in a mixed group. These concerns will be responded to and respected. In addition we pay particular attention to the needs of our students - all pupils receive SRE and we tailor provision to their particular needs taking advice from EHCP's.

Right to withdraw

Some parents prefer to take the responsibility for these aspects of their child's education. They have the right to withdraw their child from this part of the curriculum, however they cannot remove from the parts that are statutory such as in science lessons.

Confidentiality, Controversial and Sensitive Issues.

Staff cannot offer unconditional confidentiality. They are not legally bound to inform parents of any disclosures. In cases where a member of staff learns from an under 16 year old that they are engaged in or contemplating sexual intercourse, they will be spoken to about discussing with their parent or carer and if necessary seek medical advice.

Safeguarding and child protection issues should be considered and to follow the schools safeguarding policy and referred to the DSL. The pupil will be advised that confidentiality will be broken in order to put safeguards in place. The pupil will be advised regarding contraception and signposted to relevant services.

Other Professionals.

Brooke services attend the school termly and pupils may also be referred for support at any time. This service is confidential and pupils are aware of this.

School Nurses attend the school for the purpose of vaccinations such as HPV1.

LA professionals offer drop-ins and performances which link to relationships and KWS engages with these.

Relevant documentation.

Sex and relationships education in England briefing paper April 2016

Sex and relationship guidance 2000, 2010 Department of Education.

KWS Safeguarding and Child Protection Policy

KWS Safeguarding referral process.

KWS Safeguarding flow chart.

Individual LA procedure.

The Children Act 1989

The Children Act 2004

Working Together to Safeguard Children (HM Government 2018)

Keeping Children Safe in Education (2018)

Education Act 2002 (section 175/157)