



KINGSBURY SCHOOL

Sex and Relationship Education (SRE) Policy

LOCAL LEVEL POLICY

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Signed: Martin Clarke On behalf of the Senior Leadership Team			
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M. Clarke
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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 students for puberty, and give them an understanding of sexual development and the importance of health and hygiene;
- Help students develop feelings of self-respect, confidence and empathy;
- Create a positive culture around issues of sexuality and relationships;
- Teach students the correct vocabulary to describe themselves and their bodies.

2. Statutory requirements

Academies do not have to follow the National Curriculum and as such, are not obliged to teach Sex and Relationship Education (SRE).

If academies do teach Sex and Relationship Education (SRE), they are required by their funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Kingsbury School we teach sex and relationship education (SRE) as set out in this policy.

3. Policy development

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

Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance

Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.

Parent/stakeholder consultation – parents and any interested parties were invited to review the policy and provide feedback.

Student consultation – we investigated what exactly students want from their Sex and Relationship Education (SRE).

Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definition

Sex and Relationship Education (SRE) is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

Sex and Relationship Education (SRE) involves a combination of sharing information, and exploring issues and values.

Sex and Relationship Education (SRE) is not about the promotion of sexual activity.

5. Delivery of Sex and Relationship Education (SRE)

Sex and Relationship Education (SRE) is taught within the Personal, Social, Health and Economic (PSHE) education curriculum, which is delivered through our tutor programme. Biological aspects of Sex and Relationship Education (SRE) are taught within the science curriculum, and other aspects are included in religious education (RE).

Students may also receive stand-alone sex education sessions delivered by a trained health professional or teaching staff as part of our focus day programme.



Across all Key Stages, students 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. Guidelines on Teaching Sex and Relationship Education

Sex education should be set within a broader base of self-esteem and responsibility for the consequences of one's actions. Teaching should:

- focus on relationships, love, commitment and the responsibilities of parenthood as well as sex;
- focus on boys and young men as well as girls and young women;
- build self-esteem;
- teach the taking on of responsibility, and consequences of one's actions, in relation to sexual activity and parenthood;
- provide information about contraception and where to access further advice;
- give a clear understanding of the arguments for delaying sexual activity and resisting pressure;
- link sex and relationship education to other issues of peer pressure like drugs, smoking and alcohol;
- ensure students understand the law and how it applies to sexual relationships;
- take account of cultural sensitivities;
- deal with homophobic bullying;
- not be a promotion of sexual orientation or sexual activity.

7. Teaching Strategies

7.1. It is good practice to set out ground rules to help create a safe environment in which students do not feel anxious or embarrassed. This is achieved by ensuring that:

- teachers/health professionals do not have to answer personal questions;
- no student will be forced to take part in a discussion;
- students will be encouraged to use the correct name for body parts;
- the meaning of words will be explained in a factual way.

7.2. Teachers will be given training on how to respond to difficult questions. The ground rules should reduce the chance of a difficult question being asked. If a question is asked that is too personal or explicit then the teacher should:

- acknowledge the question and promise to speak to the student later on an individual basis and /or;
- in consultation with the progress leader/school refer the student to an appropriate agency - school nurse, helpline or school counsellor.



8. Specific Issues when teaching Sex and Relationship Education

- 8.1. Teachers are in a position of trust and are expected to work within the agreed parameters of this document
- 8.2. Teachers must be aware of the school Child Protection Policy as the teaching of SRE may raise the sensitive issue of child abuse.
- 8.3. **Confidentiality**
Disclosures from students may take place and they should be reassured that their best interests will be maintained. They will be encouraged to talk to their parents or carers. They should be reassured that if confidentiality has to be broken they will be informed first and supported as appropriate. If there is a child protection issue, the teacher will inform the designated safeguarding lead (DSL).
- 8.4. The teaching of contraception is an essential part of the Government's strategy to reduce teenage pregnancy. SRE staff should give students information about different types of contraception and should be given additional information about where they can obtain confidential advice and counselling, on an individual basis.
- 8.5. A key task for schools is to reduce/delay sexual activity and to reduce the incidence of teenage pregnancy through the teaching of SRE. National and local statistics should be used as the basis for discussion. In discussing the moral issues the religious convictions of students and their parents should be represented.

9. STIs including HIV and AIDS

The teaching about safer sex is one of the Government's strategies for reducing the incidence of STI's including HIV/AIDS. It is vital to give students appropriate information and knowledge about STIs and HIV/AIDS. As well as information, students need to develop the skills to enable them to make sensible choices. This will link to peer pressure and other risk taking behaviour such as drugs and alcohol.

10. Roles and responsibilities

10.1. The Local Governing Body

The local governing body will approve the Sex and Relationship Education (SRE) policy, and hold the headteacher to account for its implementation.

10.2. The headteacher

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

10.3. Staff

Staff are responsible for:

- Delivering Sex And Relationship Education (SRE) in a sensitive way
- Modelling positive attitudes to Sex And Relationship Education (SRE)
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory/non-science components of Sex and Relationship Education (SRE)

Staff do not have the right to opt out of teaching Sex and Relationship Education (SRE). Staff who have concerns about teaching Sex and Relationship Education (SRE) are encouraged to discuss this with the headteacher.



10.4. Students

Students are expected to engage fully in Sex and Relationship Education (SRE) and, when discussing issues related to Sex and Relationship Education (SRE), treat others with respect and sensitivity.

11. Parents' right to withdraw

Parents' have the right to withdraw their children from the non-statutory/non-science components of Sex and Relationship Education (SRE).

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

Alternative work will be given to students who are withdrawn from Sex and Relationship Education (SRE).

12. Training

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

The headteacher/pastoral team will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching Sex and Relationship Education (SRE).

13. Monitoring arrangements

The delivery of Sex and Relationship Education (SRE) is monitored through:

- Learning Walks
- Student work scrutinies
- Student Voice

Students' development in Sex and Relationship Education (SRE) is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Headteacher and Senior Leadership Team every two years. At every review, the policy will be approved by the Local Governing Body.