

CIRENCESTER KINGSHILL SCHOOL

SEX AND RELATIONSHIP EDUCATION POLICY

Sex and Relationships Education (SRE) is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the 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.

Sex and Relationships Education is defined as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and well-being.

The Education Act 2002/Academies Act 2010 states that all schools must provide a balanced and broadly-based curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society , and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Statutory Guidance on Relationships Education, Relationships and Sex Education (SRE) and Health Education of June 2019. Is now mandatory as of September 2020.

Principles and Values

- Teach young people about the importance of stable relationships, love and care and the responsibilities of parenthood as well as sex, and exploring different types of relationships - marriage/partnerships/same sex relationships and providing a comprehensive body of knowledge and understanding about sexual health to manage fertility and avoid infection.
- Build self-esteem and teach the taking on of responsibility and the consequences of one's actions in relation to sexual activity and parenthood.
- Provide young people with information about the different types of contraception, safe sex and how they can access local sources of further advice and treatment, aiming to use young people as peer educators and giving young people a clear understanding of the arguments for delaying sexual activity and resisting pressure.
- Make young people aware of the link between sex and relationship education with issues of peer pressure and other risk taking behaviour, such as drugs, smoking and alcohol and ensure that young people understand how the law applies to sexual relationships.
- Generate an atmosphere where pupils can be open with their questions and feelings and can make informed choices.
- Negotiate ground rules with pupils to ensure that teachers and pupils respect each other's privacy.
- Encourage sensitivity to the needs of all pupils regardless of gender, cultural background or religious community.

By exploring and challenging attitudes and values, our pupils can be helped to develop a positive attitude to their own and other people's sexual health and well-being and will have the tools to be able to make appropriate choices and build meaningful relationships.

Aims

The aim of Sex and Relationships Education is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our Sex and Relationships Education programme aims to prepare pupils for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- Understand the consequences of their actions and behave responsibly within relationships.
- Avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- Communicate effectively by developing appropriate terminology for sex and relationship issues.
- Develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity.
- Understand the arguments for delaying sexual activity.
- Understand the reasons for having protected sex.
- Have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV.
- Be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary.
- Know how the law applies to sexual relationships.

Process and Practice

Cirencester Kingshill School believes that Sex and Relationships Education should:

- Place emphasis on developing knowledge, skills and attitudes and appropriate teaching methods.
- Encourage teachers to develop activities that will be inclusive of all pupils
- Be developed in consultation with parents, young people, teachers and governors.
- Cover puberty, menstruation, contraception, abortion, safer sex, HIV/AIDS /STIs, gender identity, same sex relationships, identifying risky behaviours and plans to prepare students for the physical and emotional changes they will experience during puberty, and later when they grow up and form relationships.
- Be planned and delivered as part of PSHEE, RESPECT and Science programmes at Key Stage 3 and Key Stage 4. Please see Appendix 1 for the detailed schedule.
- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people- ensuring that we meet the needs of children with special needs and learning disabilities, and all pupils regardless of sexual orientation or ethnicity.
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g.

nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.

- Encourage pupils and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents/carers are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents/carers and pupils, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers other mentors or advisers.
- Keep up to date with developments in IT and Technology and use guidance from external agencies such as the "Child Exploitation and Online Protection Centre (CEOP)" and "Childline" with regard to supporting pupils in accessing up to date advice and guidelines on the risks of "sexting" and risky internet behaviours.

Sex and Relationships Education at Cirencester Kingshill School is organised as follows:

- Sex and Relationships Education is taught within the PSHEE and RESPECT programme, Religious Studies GCSE Short-Course and Science.
- Pupils have access to a range of additional education through assemblies, the School nurse drop-in clinic, the Youth Bus, the Chelsea's Choice productions offered to all Year 8 via Gloucestershire Safeguarding Board and other opportunities that school has offered to them e.g. Rethink Mental Illness during Mental Health Awareness Week.
- Outside speakers are invited to assist the delivery of Sex and Relationships Education where appropriate.
- Pupils can approach tutors or other staff including our Emotional and Behavioural Support manager for any emotional/social advice.
- Staff development and training is updated according to changes in the law/trends.
- Resources are carefully selected to meet the needs of our pupils.

The Right of Withdrawal

Some parents/carers prefer to take the responsibility for aspects of this element of education and are welcome to review any Sex and Relationships Education resources the school uses. Parents/Carers do have the right to withdraw their children from all or part of the Sex and Relationships Education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). Parents/Carers can exercise their rights to withdrawal by formally writing to the Headteacher. The school will make alternative timetable arrangements in such cases in consultation with the child's Head of Year.

Confidentiality

Pupils will always be encouraged and supported to discuss their issue(s) with a parent or carer. When this is not possible, pupils will be guided by teachers to adults such as the School nurse or in some cases the Designated Safeguarding Lead. Staff cannot promise confidentiality* to a pupil but would make it clear to an individual child before information is passed on to a relevant person.

School nurses and other outside visitors in one to one clinical situations are bound by their professional codes of practice.

*The exception to this would be when informing a parent/carer would place a child at greater risk of harm whereby the school's child protection procedures should be adhered to.

If appropriate: you may want to read the following policies in conjunction with this policy. The Accessibility Plan, Anti-bullying Policy, School Discipline and Behaviour Policy, Child Protection Policy, Looked After Children Policy, Equality Policy, E-safety Policy, Exclusion Policy, Offensive Weapons Policy and the Substance Misuse Policy.

Appendix 1

KEY STAGE THREE – PSHEE & CITIZENSHIP SCHEDULE

TERM	YEAR 7	YEAR 8	YEAR 9	TFTW & ASSEMBLIES
1	<p>Personal Identity</p> <p>Welcome to Kingshill</p> <p>Who Am I?</p>	<p>Personal Identity</p> <p>Challenge</p> <p>How Do I Cope With Challenge? (Residential)</p> <p>How Could I Cope Better?</p> <p style="background-color: yellow;">Careers</p>	<p>Personal Identity</p> <p>Coping With Stress</p> <p>The Future</p> <p>(Incorporating Careers Education - how to future-proof yourself). Selling yourself.</p>	<p><u>Identity</u></p> <p>Individual/group identity. Personal values. Peer pressure.</p> <p>Coping with stress and pressure</p>
2	<p>Rights & Responsibilities</p> <p>Rights And Responsibility In School</p> <p>School Rules</p>	<p>Rights & Responsibilities</p> <p>Human Rights and Human Responsibilities</p> <p>What Is A Responsible Person?</p>	<p>Rights & Responsibilities</p> <p>Global Issues</p> <p>Dilemma Based Learning</p> <p>Consumer Rights</p>	
3	<p>SRE</p> <p>Who Are We Close To?</p> <p>Building Successful Relationships In School</p>	<p>SRE</p> <p>Family Ties</p> <p>Relationship Clinic</p> <p>Love & Hate</p>	<p>SRE</p> <p>Sexual Relationships</p> <p>Consent</p> <p>Pregnancy</p> <p>Contraception</p>	
4	<p>Democracy & Justice</p> <p>Decision Making</p> <p>Fair & Unfair</p> <p>School Council</p>	<p>Democracy & Justice</p> <p>The Law</p> <p>Crime And Punishment</p>	<p>Democracy & Justice</p> <p>Democracy in the UK</p>	

5	Healthy Lifestyles Healthy Eating Activity Residential & the Healthy Lifestyle	Healthy Lifestyles Substance Abuse (ALCOHOL, DRUGS ETC)	Healthy Lifestyles Sexual Health STIs Sexuality, Gender & Emotion	
6	Identities & Diversity Inclusion	Identities & Diveristy Diversity in the workplace.	Identities & Diversity Diversity Within The Local Community	

KEY STAGE FOUR – RESPECT

BLOCK	YEAR 10	YEAR 11	TFTW/ASS
1	Personal Identity Online Identity And Networking/safety Being A Teenager Positive Self-image	British Identity	
2	Religion V Science The Big Bang Evolution Creation	The Media	
3	SRE Relationships, STIs, Pornography, Consent	Religion, Relationships And The Family	

4	Democracy & Justice The Legal System In Britain The Youth Justice System	Medical Ethics	
5	Alcohol and Substance Abuse		
6	Careers Skin, breast and testicular cancer		

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Reviewed by D Christopher _____ September 2020 _____ (Date)

Adopted by Governors _____ (Sign) _____ (Date)

Review date _____ November 2021 _____