



**KINGSTONE ACADEMY TRUST
APPROVED POLICY DOCUMENT**

Sex and Relationships Education Policy	
Relevant School/s:	KHS and KTPS
Policy Officer:	S Spreckley
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Sex and Relationships Education Policy

Kingstone Academy Trust believes that Sex and Relationships Education (SRE) is an educational entitlement of all students and an integral part of each young person's development into adulthood.

1. Introduction and Context

Kingstone Academy Trust believes that and sex and relationship education (SRE) makes an essential contribution to every student's health, wellbeing and preparation for adult life in society.

SRE is an integral part of the PSHE programme within the school. Effective relationship and sex education is essential if young people are to make responsible and well informed decisions about their lives. A comprehensive programme of SRE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

2. Definition

SRE education provides knowledge and encourages the development of social skills and attitudes which will enable students to manage their lives in a responsible and healthy way. The SRE Programme at Kingstone is part of lifelong learning about sex, sexuality, emotions, relationships and sexual health. It contributes to the spiritual, moral, cultural, mental and physical development of students and prepares them for the experiences, rights and responsibilities of adult life.

Kingstone Academy Trust believes that SRE should:

- 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
- Be set within the wider school context and support family commitment and love, respect and affection, knowledge and openness. SRE should acknowledge that family is a broad concept and not just one model. It includes a variety of types of family structure, and acceptance of different approaches should be recognised.
- Encourage students and teachers to share and respect each other's views. Students should be aware of different approaches to sexual orientation and family structures without prejudice
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes where appropriate
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers

3. Aims

The aim of SRE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, moral, and religious dimensions of sexual health and relationships.

Our SRE programme aims to prepare students 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 sexual and pastoral 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 (safe) sex
- have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections
- 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

3.1 Organisation and Content of Sex and Relationship Education

A key aim of Kingstone Academy Trust is that each pupil will develop the skills and knowledge to make informed decisions. Decisions about how they relate to others can only be made if they have adequate knowledge and understanding of their own physical and emotional development. This is not a task for the school in isolation, and we seek to work with parents to ensure that the teaching of SRE reflects their expectations and complements teaching at home.

We aim to:

- build on the knowledge and understanding that children already have
- prepare children to cope with the physical and emotional challenges of growing up
- encourage the children to have due regard for the values of family life and the care and support needed by new members of a family
- set the work in an environment in which the children feel familiar and secure, working with people they know and trust, and with whom they can talk openly.

Refer to:

Appendix 1: School Specific Information Kingstone and Thruxton Primary School

Appendix 2: School Specific Information Kingstone High School

3.2 Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups and we will respond to parental and/or student queries in order to allay any concerns that may exist about the SRE curriculum.

3.3 Students with Special Needs

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

3.4 Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

3.5 Right of Withdrawal of Students from Sex and Relationship Education

Some parents prefer to take the responsibility for aspects of this element of a student's education. They have the right to withdraw their children from all or part of the sex and relationship education programme except for those parts included in the statutory National Curriculum (i.e., the study of human growth and reproduction in Science lessons). We would make alternative arrangements for students in such cases. Parents are encouraged to discuss their decisions with staff at the earliest opportunity. Parents are welcome to review any SRE resources the school uses.

3.6 Confidentiality

Teachers cannot offer or guarantee absolute confidentiality in some matters and students will be made aware of this.

KAT is aware that effective relationship and sex education can lead to the disclosure of a Child Protection issue and this will be acted on in accordance with the school's Safeguarding policy and procedures.

Students will be informed of the sources of confidential help available which currently include the School Nurse, Pastoral Staff and local advice centres

As part of an effective PSHE programme, ground rules will be explained by the teacher before the start of any sensitive discussions.

4. Monitoring and Review

The Headteacher will provide a report to the Governors on the implementation of the policy, together with a record of parental and pupil complaints and the number of pupils withdrawn from lessons. Lessons on sex education will be observed in the normal programme of monitoring teaching and the judgements about the impact of the lesson on students will be included in the report.

It is the responsibility of the member of SLT responsible for PSHE Coordinator to oversee and organise the monitoring and evaluation of PSHE, in the context of overall school policies for monitoring the quality of teaching and learning.

The Senior Leadership Team is responsible for overseeing, reviewing and organising the revision of the Sex and Relationships Education Policy.

Appendices

1. School Specific Information Kingstone and Thruxton Primary School
2. School Specific Information Kingstone High School

Policy written: June 2012

Reviewed: May 2015, Reviewed February 2017

Updated: October 2018

Appendix 1

School Specific Information Kingstone and Thruxton Primary School

Definition

In Kingstone and Thruxton Primary School, sex and relationships education is to provide knowledge about loving relationships, familiarity with the correct terms for and functions of the body and the changes that will be experienced at puberty.

Aims

We aim to:

- build on the knowledge and understanding that children already have
- prepare children to cope with the physical and emotional challenges of growing up
- give children an elementary understanding of human reproduction
- encourage the children to have due regard for the values of family life and the care and support needed by new members of a family
- set the work in an environment in which the children feel familiar and secure, working with people they know and trust, and with whom they can talk openly.

Morals and Values

The SRE programme we provide at this school emphasises the importance of:

- a loving and supportive relationship between parents/carers and their children
- the value of a stable family life
- a respect for oneself and others
- sensitivity towards the needs and views of others

Teaching Approaches

A wide variety of teaching methods will be used. The class teacher is the facilitator for teaching and discussion about these issues.

We are very keen to work in partnership with parents/carers, and we inform them by letter about sensitive issues before they are raised, in particular puberty, before the sessions are held with the children, to give them full information about the content of the lessons.

Content

Sex education will be taught as part of our overall Science curriculum, and other issues related to the personal growth and development of the children are taught on a cross-curricular basis through Science, RE and PE in particular.

We follow the guidance given in the NCC 5 Health Education.

At Foundation and KS 1 the children learn;

- To know about the simple physical changes to their bodies they have experienced since birth and the similarities and differences between people. (to include simple physical changes, growth, hair, height and the differences between boys and girls.)
- Personal safety, including the privacy of their own bodies.
- The ways people learn to live and work together, the different family arrangements and the importance of valuing oneself and others.
- To manage personal hygiene.
- To identify different relationships that they have and why these are important.

At lower KS2 the children learn:

- To know about the physical and emotional changes that take place as they grow and approach puberty (changes to their bodies, emotions and feelings.)
- To know how to form and maintain relationships with a range of different people.

At upper KS2 the children learn:

- To know about the physical changes that take place in the human body as they grow and how these relate to human reproduction.
- To know how to manage changing emotions and relationships and how new relationships may develop.
- To know that hygiene, physical activity and nutrition needs might change as a result of growth and adolescence.
- Basic parenting skills.

Equal Opportunities

Almost all sex education related lessons will be conducted with both sexes. The only exception is one element of the puberty programme, when a female teacher explains the different types of sanitary aids for the Y5 / Y6 girls, whilst the boys receive less detailed information. It also allows for questions to be dealt with that the children are too embarrassed to discuss with members of the opposite sex present. Children also have the opportunity to write down their questions anonymously, and they are then dealt with when the whole group reassembles.

Specific Issues

Parents' right to withdraw pupils from sex education lessons

Parents have the statutory right to withdraw their children only from lessons that deal with issues beyond those covered by the National Curriculum. The sessions we will provide relate to reproduction as one of the life processes common to all living things, and the main stages of the human life cycle. These are all part of the Science National Curriculum. Other aspects (see above) are part of other curriculum areas.

We do not intend to discuss the issues relating to contraception or other aspects of sexual behaviour with the children. However, questions may be asked by individual children about these issues. Should this happen, we would normally expect to give an honest but limited answer to the child / group. It is likely that we would also refer the question to the child's parents for further discussion at home.

Appendix 2

School Specific Information Kingstone High School

Kingstone High School delivers Sex and Relationships Education through its PSHE Programme and Science lessons. Much of the Sex and Relationship Education at Brentford School for Girls takes place within PSHE lessons. PSHE is taught by teachers with support from professionals where appropriate. Co-ordination for various strands is the responsibility of the PHSE coordinator, Pastoral Leaders and the Science department.

Years 7, 8 and 9

At Kingstone High School, during Years 7, 8 and 9 students will receive sex and relationship education through the PSHE curriculum, in particular exploring:

- Physical and emotional changes during puberty
- Management of growth and change during puberty
- Relationships: friends and families, marriage, and civil partnerships
- Health services
- Sexual relationships: law, consent, contraception
- Sex, gender, sexuality and sexual orientation
- E-safety, including sexting and the use of inappropriate images

Years 10 and 11

During Years 10 and 11, students will receive relationship and sex education through PSHE within the Science curriculum and through the pastoral support system.

Any SRE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

Specialists support staff with the teaching of certain aspects of the curriculum. These specialists may include health professionals and theatre groups.

Assessment is carried out in accordance with standard school policies and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills and attitudes.

Content and organisation

Relationships and sex education is not an isolated subject. It permeates the whole school curriculum, the ethos of the school, and the pastoral system. Many subjects, but particularly Science and PSHE explore some elements of relationship and sex education.

Values and Beliefs

In addition to knowledge and information students will be encouraged to consider the importance of the following values which are derived from the school's value system:

- Responsibility to school, family and wider community.
- Respect and valuing of self and others.
- Understanding and sensitivity to the needs and views of others.

- Responsibility for their own actions.

Skills and Abilities

Students will be encouraged to develop the following skills:

- Communication, including making and keeping relationships.
- Assertiveness and being aware of the difference between this and aggression.
- Decision making.
- Recognising and using opportunities to develop a healthy lifestyle.
- Recognising and using positive role models.

Organisation

Outside the science National Curriculum SRE is delivered through curriculum time and varied curriculum days. No member of staff will be required to teach Sex Education if, after discussion with the Senior Leadership Team, they feel unable to do so. All staff are asked to teach within the school's framework of values.