



KENILWORTH SCHOOL & SIXTH FORM

Relationships and Sex Education Policy

OCTOBER 2018

POLICY DETAILS

Date of policy: October 2018

Date of review: October 2020

Member of staff responsible for overseeing that this policy is implemented and regularly reviewed:

Deputy Headteacher (Pastoral) S. Bennett (Curriculum) P. Hoverd

RSE Definition

Relationship & Sex Education is teaching regarding sex, sexuality and sexual health. It concerns physical, moral and emotional development. It is about understanding the importance and nature of stable and loving relationships for family life.

Aims

- To help support young people through spiritual, physical, emotional, sexual and moral development
- To deliver a quality relationships and sex education programme to pupils which is appropriate to their needs and meets national standards and initiatives
- To work in partnership with parents, families and the wider community to promote positive relationships and provide effective support for young people
- To deliver relationships and sex education through a whole-school approach to PSHE Education
- To support staff to work effectively with young people on all personal relationship and sexual health issues

Objectives

In order to achieve the aims above, we will work towards the following objectives:

- Pupils are provided with accurate information
- Young people are taught about human sexuality and transgender issues in a way that encourages them to be mature and respect themselves and others
- Children and young people are informed about relationships, love, care and the responsibilities of relationships and parenthood
- Young people are provided with information about different types of contraception, safer sex, where to access contraception and how they can access information from local sources of advice and treatment, including aspects of confidentiality
- Young people are supported to understand how the law applies to sexual relationships

Desired Outcomes

- Pupils demonstrate confidence in talking, listening and thinking about feelings and relationships
- Young people make responsible and well-informed decisions about their lives
- Pupils feel prepared for the opportunities, responsibilities and experiences of adult life
- Young people feel informed and supported through the emotional and physical changes of puberty
- Young people develop positive values and a moral framework to guide their decisions, judgements and behaviour
- The incidence of teenage conceptions is reduced
- The incidence of sexually transmitted infections is reduced
- Young people have the skills to avoid being pressured into risk-taking behaviours

Organisation

The Relationship & Sex Education Programme is led by the PSHE co-ordinator.

The programme is structured to ensure that all students receive their full entitlement regardless of option choices.

Elements of sex education are delivered through Science together with the PSHE programme at KS3. Input from the Science department is largely of a factual nature.

Health days (including sex education and relationships) are organised from year 9 onwards to allow for their RSE entitlement due to them starting GCSE Citizenship a year early.

Staffing: During induction to our school, staff will have time planned to gain a good understanding of the relationships and sex education policy and other related policies. A full programme of resources is provided for each year group where appropriate.

Teachers are provided with guidance as required to support their delivery of RSE and extend their confidence in doing so. The personal attitudes and beliefs of teachers will not influence their delivery of the RSE curriculum within the PSHE Education framework.

PSHE / SRE is not formally assessed however parents will be informed with an effort grade and written comment in their child's annual report from the PSHE teacher.

Ground Rules

In order to create a safe environment in which neither teachers nor pupils feel embarrassed or anxious, ground rules are established:

- no-one will be forced to give a personal opinion in a whole class discussion
- no one will have to answer a personal question
- personal comments about individuals are completely unacceptable
- only the correct names for body parts will be used

Distancing Techniques

Teachers will avoid embarrassment and protect pupils' privacy by always depersonalising discussions. For example, role play will be used to help pupils 'act out' situations about fictitious characters. Case studies with invented characters, appropriate videos and visits to theatre-in-education groups will all help pupils discuss sensitive issues and develop their decision-making skills in a safe environment.

Dealing with questions

Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting. Below are guidelines the school encourages:

- If a question is too personal, the teacher will remind the pupil of the ground rules. If the pupil needs further support, the teacher can refer her or him to the appropriate person, such as a school counsellor, helpline, or an outside agency or service
- If a teacher doesn't know the answer to a question, the teacher will acknowledge this, and suggest that the pupil or teacher or both together research the question or refer on to medical practitioners.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher will acknowledge it and promise to attend to it later on an individual basis. To maintain trust and respect the teacher must remember to talk with the pupil later and if concerned that a pupil is at risk of sexual abuse, they will follow the school's child protection procedure

NB. If a teacher is concerned that a pupil is at risk of sexual abuse / child sexual exploitation etc. they should follow Kenilworth School's child protection procedures outline in the separate policy.

Sensitivity regarding home circumstances

Kenilworth School aims to foster a recognition of the importance of stable relationships and the importance of marriage for family life. However, it is recognised that some students may come from backgrounds with very different experiences. Teachers will employ sensitivity to avoid causing personal hurt and giving unintentional offence.

Identity

The school respects children's individual right to be called by their preferred name and preferred pronoun.

Parents right to withdraw their child

At Kenilworth School, Relationship & Sex Education is carefully structured to promote the development of the whole child. However, parents do have a statutory right to withdraw their children from all or part of the Relationship & Sex Education provided, except from that which forms part of the National Curriculum in Science. They are encouraged to discuss this fully with the staff of the school before making such an important decision. A parent who does wish to exercise this right should direct their request in writing to the Headteacher specifying from which parts of the Relationship & Sex Education Programme their child is to be withdrawn.

Safeguarding entitlement

Pupils will not be withdrawn on an individual basis for Learning Support or intervention activities from lessons in Science when Relationship & Sex Education is being taught.

Students with special educational needs

The school will ensure that pupils with special educational needs (SEN) receive relationship and sex education.

Relationship and sex education will help all pupils to understand their physical and emotional development and enable them to make positive decisions in their lives. Some parents and carers of children with SEN may find it difficult to accept their children's developing sexuality. Some pupils will be more confused about what is acceptable public behaviour. These children will be given more help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable.

Teachers may need to be more explicit and plan work in different ways in order to meet the individual needs of children with SEN or learning difficulties. The school will take care not to marginalise relationship and sex education.

Visiting speakers

When visiting speakers contribute to the sex education programme they will be made aware of the school's sex education policy and their input will be known and agreed in advance. A teacher will remain in the room with the visitor.

Confidentiality

- The school's function is to provide education about sexual matters. It is not the school's role to counsel or advise individual pupils on these matters specifically in relation to their own sexual behaviour.
- To protect pupils' privacy ground rules and distancing techniques will be used in lessons.
- Pupils will be informed when RSE lessons are being delivered in PSHE that teachers cannot offer unconditional confidentiality.
- Pupils will be encouraged to talk to their parents as carers and supported where appropriate.
- Pupils will be informed of sources of confidential help e.g. the local clinic, counselling services etc.
- Pupils will be reassured that their best interests will be maintained.
- Pupils will be reassured that if confidentiality has to be broken they will be informed first and supported as appropriate.
- If there is any possibility of abuse the school's child protection procedure will be followed.

Implementation, Monitoring, Evaluation and Review

Subject departments have responsibility for producing their own schemes of work as appropriate.

The Deputy Head (Curriculum) has responsibility for monitoring of schemes of work. These will be reviewed and updated as necessary.

Deputy Head (Pastoral) has responsibility for evaluating aspects of the programme such as assemblies and outside agencies.

The Governors will review the policy every 2 years.

Other related policies

PSHE policy

Child Protection policy

Safe Guarding in a Digital World policy

Inclusion policy

This policy has been written in conjunction and with guidance from the DFE [Sex and Relationship Education Guidance](#) document July 2000 and [SRE Policy Guidance](#) document 2014.