

KIRKBY STEPHEN GRAMMAR SCHOOL

A co-operative Academy



SEX & RELATIONSHIPS

EDUCATION POLICY

Kirkby Stephen Grammar School

SEX & RELATIONSHIPS EDUCATION POLICY

1 BASIC INFORMATION

Staff responsible: Mr G Hartley (Headteacher)
Mr M Bromfield (Assistant Headteacher, Pastoral)
Mrs C Butterworth (Subject Leader Personal Development)
Ms J McGarr and Mrs K Modlin (Teachers of Citizenship, IVB and COPE)
Mrs Thwaites (Head of science)

2 BACKGROUND INFORMATION

Kirkby Stephen is an Academy catering for students aged 11-18. Students come from a variety of social, economic and cultural backgrounds.

3 WHAT IS SEX AND RELATIONSHIPS EDUCATION (SRE)?

SRE assists young people to prepare for adult life by supporting them through their physical, emotional and moral development, and helping them to understand themselves, respect others and form and sustain healthy relationships.

4 AIMS OF SEX & RELATIONSHIPS EDUCATION

Kirkby Stephen Grammar School believes that SRE is an entitlement of all students and an integral part of each student's emergence into adulthood.

KSGS aims to:

- Provide accurate information and to enable young people to make responsible and informed decisions
- Help and support young people through their physical, emotional and moral development
- Help young people develop the skills and understanding they need to live confident, healthy and independent lives
- Help young people to understand difference and to respect both themselves and others; to prevent and remove prejudice
- Promote the spiritual, moral, social, cultural, mental and physical development of young people at school, and to help prepare them for the opportunities, responsibilities and experiences of adult life
- Enable young people to understand human sexuality and to respect themselves and others
- Build self-esteem and confidence
- Equip young people with communication and decision making skills
- Encourage respect and consideration for others
- Develop relationship skills
- Provide support and information for young people and their parents/carers.
- Understand the concept of consent
- Understand the risk of exposure to online practices associated with sex and relationships

The aim of this policy is to communicate clearly to staff, parents, carers, visitors and students the manner in which SRE education is delivered at KSGS.

2017 Overview Mapping of PD across KS3, 4 and 6th Form

Citizenship	PHSEE	Beliefs and Values
Year 7 - 2 lessons a week	KS3 – Citizenship/IVB	
C3E Getting involved – individual, school, local community and local government C3C Rights and responsibilities	PW Healthy living Managing social relationships	Intro to Christianity AT1/2 God/Jesus AT1 10 Commandments AT1/2 Denominations AT1 Local places of worship project AT1 Assemblies on online safety
Year 8 - 2 lessons a week	KS3 – Citizenship/IVB	
C3C Liberties and identities – what does it mean to be British? C3D Crime and the law FGM C3A/B National Politics, political families Assemblies on online safety	C3F/EW Consumer rights and managing money PW Revisit managing social relationships /boyfriends /girlfriends. Revisit smoking/drinking alcohol	Introduction to Islam AT1/2 The life of the Prophet Muhammad AT1 The Qu’ran AT1 The Five Pillars of Islam AT1 The Mosque AT1/2 Islamic calligraphy and art AT1/2 Assemblies on online safety
Year 9 - 2 lessons a week	KS4 – CoPE	
C4A Media/free press? (2A4) C4B/C Global Issues (10C) C4H Environmental Awareness (5As)	C4I Preparation for Options/Work (8As) PW Drugs and alcohol awareness (7B - WWO) C4H Community Action project (2B)	Intro to Buddhism (12B1) The life of Buddha The Four Noble Truths The Noble 8 Fold Path and Karma The Buddhist way of life inc temple visit Moral/ethical issues (12B2) Chelsea’s choice Drama Assemblies on online safety
Year 10/11 - 1 lesson a week	KS4 – CoPE	
Citizenship and communication (1As, 2As, 1C - OP) C4A/B/C/D National and International Politics (2C - R)) C4E/F/G Human rights (1B4/5 – D) incl. FGM	PW Parenthood (4C), SRE (7C) C4H/EW Work Experience (6B/8B – PS & IOL) C4I/EW Managing Money (4B1/2)	Learning about religion (12A1/2/3) Moral issues (12A7/8) Chelsea’s choice drama Assemblies on online safety Assembly on consent
6th form provision via tutorials and visiting professionals	INSPIRA School nurse	Assemblies on online safety Assembly on consent

Key

C = Citizenship, 3 = KS3, 4 = KS4, Letter = bullet point from programme of study eg C3A
PW = Personal Wellbeing

6 ORGANISATION

- a) SRE is coordinated by the Subject Leader for Professional Development who is line managed by a member of the Leadership Team.
- b) Delivery is through:
- Planned aspects within the IVB and Science Curriculum
 - Planned aspects through Citizenship and COPE Curriculum
 - Addressing moral and ethical issues which may arise from apparently unrelated topics in National Curriculum subjects.
- c) Teaching Approaches:
A variety of approaches are used to give students relevant information, such as: health care professionals eg school nurse; support networks; using the Internet; video; teacher led lessons; group work.

Activities are planned to encompass a variety of teaching and learning styles ie kinaesthetic, visual, audio; to maximise student's understanding of the topics covered. Details of this are included in the PSHE scheme of work.

- d) Student Groupings:
Students are taught in mixed ability and gender groups in all years. Single sex groups if appropriate.
- e) Resources:
- Materials – Teaching resources will be made available to teachers delivering the SRE topics. These materials are available for inspection by parents through the teacher.
 - Staff – It is important that teachers delivering the SRE topics should feel comfortable with the subject matter.

Support is offered through in-service training programme. All staff are asked to teach within the school's value framework.

- f) Time Available:
SRE forms some part of the curriculum in every year group. Areas are delivered through citizenship, IVB COPE and Science. Details of this can be found in the appropriate schemes of work.

7 SPECIFIC ISSUES

The following issues may occur as part of education. (Staff, parents, carers, students need to understand the school's procedures.)

Students must be made aware that some information cannot be held confidential, and should understand that if certain disclosures are made, certain actions will ensue. At the same time students will be offered sensitive and appropriate support.

The following procedure will be adhered to by all adults:

- **Confidentiality and disclosure**
It is almost inevitable that effective SRE, which allows for open discussion to take place, may lead to disclosures from students. It is essential, therefore, that those teaching SRE are completely familiar with the child protection procedures (Child Protection Policy).

Student disclosures are likely to occur at an inappropriate time or place. It is important that

teachers are sensitive to this and follow up any such disclosures with the students concerned as soon as possible (possibly urgently) in that school day. (reporting to The designated safe guarding lead)

Health professionals are bound by their professional codes of conduct, but in the classroom setting they are also bound by relevant school policies. Outside the teaching situation they can:

- Give one to one advice or information to a student on health related matters, including contraception; and
- Exercise their own professional judgement as to whether a young person has the maturity to consent, regardless of age (Fraser guidelines – issued by the Health Education Authority (HEA), British Medical Association (BMA); Brook Advisory Service).

- **Teenage Pregnancy/Contraception Advice:**

Teenage pregnancy in some areas of Cumbria is particularly high. In line with the Government's strategy to reduce teenage pregnancy, Cumbria has developed a multi agency 'ten year strategy' to tackle the high level of teenage pregnancy.

It is hoped that the following procedure will ensure that students who are in difficulty know that they can talk to an adult in the school and that they will be supported. Professional information and guidance will always be sought from a health professional (School Nurse).

School will always encourage students to talk with their parents first:

- Students should be asked whether they can tell their Parent(s)/Carer(s) and whether they want help in doing so. If this takes place, subsequent responsibility then lies with the Parent(s)/Carer(s).
- If students refuse to tell their Parent(s)/Carer(s), the adult should refer them to a health professional (School Nurse). (Contact telephone numbers & address in appendices)
- The adult should report the incident to the CPO who will consult with the health professional about informing the Parent(s)/Carer(s).

- **Disclosure or Suspicion of Possible Abuse**

The school's child protection procedures will be invoked. (See relevant policy)

- **Family Life**

The value of family life is an important aspect, which will be approached largely through a consideration of the qualities and relationships between the group of people, with an emphasis on stability; respect; caring and support. SRE will be taught as part of family life and relationships.

- **Religion and Faith**

Because Cumbria is perceived as a predominately white Christian community, it is important that KSGS does not ignore issues relating to other religions, faiths and cultures. Through linking to a range of curriculum areas, students are made aware of other religions, faiths and cultures.

Where there is a cultural or ethnic mix in the classroom, teachers will need to make themselves aware of pertinent issues related to the needs of specific students. For example, discussion of some topics in a mixed sex group is forbidden in some religions.

- **Equal Opportunities, Inclusion and Disability**

SRE has to be inclusive and should seek to help young people to:

- Be aware of sexuality
- Understand the arguments for delaying sexual activity
- Understand the reasons for having protected sex
- Value themselves and others

- **Avoid exploitation.**

Whilst these issues are pertinent for all young people regardless of their physical or intellectual capabilities, it is essential that language and methodologies used are appropriate and adapted where necessary to accommodate their disability.

- **Children and Young People in Public Care**

Children and young people in public care are particularly vulnerable to poor sexual and emotional health. They often miss out on SRE at home, at school, and in care because of the often disrupted pattern of their experiences.

Appropriate staff at KSGS will liaise with appropriate professionals and CLA team to ensure that each young person's entitlement is being met in this regard.

- **Sexuality**

Within the PSHE framework, teachers should help students to develop skills to enable them to understand difference and respect themselves and others. This will lead to a greater understanding of the nature of sexuality, hopefully removing prejudice and bullying which can lead to mental distress and isolation.

The sexual health of gay, lesbian and bisexual young people will be addressed through PSHE lessons by professional, informed adults.

In the Cumbria document 'Sex and Relationships Education Policy & Guidance (Specific Issues, page15) homophobic bullying in the County is identified as a very real problem. Through the PSHE programme and subjects such as Religious Studies and Citizenship, work will include discrimination, social inclusion, and respecting diversity.

Teachers must feel supported and confident in this work in the classroom, knowing they are working within the school ethos and with clear policy statements from the leadership team and governing bodies. Training will need to be given.

KSGS has an obligation to support all students.

- **HIV/AIDS Awareness & Sexually Transmitted Infections (STIs)**

As part of the SRE programme issues of contraception; HIV/Aids; STDs; sexuality and abortion are addressed. Facts are presented in an objective and balanced way, with students being encouraged to consider their attitudes and values. They are made aware of the difference between fact, opinion and religious belief.

- **Parental Partnership**

- Parents retain the right to withdraw their children from all, or part of, the SRE provided, except for the statutory requirements in the National Curriculum.
- Parents who wish to exercise this right are asked to make an appointment with the Deputy Headteacher to discuss their concerns and view teaching materials and resources.
- Once a child has been withdrawn, they cannot take part in any subsequent SRE without parental approval.

8 CONTACT WITH THE MEDIA ABOUT SRE ISSUES

If dealing directly with the media, staff at KSGS should take account of the following guidelines:

- Respond only through one identified person (Headteacher).
- Do not respond if contacted at home, either in person or on the telephone; email etc.
- Prepare a checklist of the key facts of the incident before any interview.
- If contacted unexpectedly, ask to be called back later when more information may be

available.

- Do not be drawn into expanding on your statement.
- Do not make 'off the record' comments as this can lead to serious misunderstandings.
- Do not release any information that could be prejudicial to individual students or the school, such as details that may be required in a court action.
- Avoid commenting on events or circumstances that are outside the school's influence.
- Show that if an incident has occurred, it has been taken seriously and managed effectively.
- Be positive wherever possible and conclude with a reassurance about the situation.
- Treat media enquiries with respect and be aware of their deadlines. This is an opportunity to state the school's position, and if you do not respond before their deadline your views may not be represented.

9 MONITORING, EVALUATION & REVIEW

To ensure that the SRE programme is effective, is meeting the needs of students, and complies with the 2000 SRE guidelines, the following strategies will be used to review KSGS's SRE programme:

- Survey student and staff opinions
- Use Health Related Behaviour Questionnaire as a resource.

The SRE programme will be monitored by the Deputy Head Teacher.
Training needs of staff will be identified in the light of SRE monitoring/review & evaluation.

The full policy will be made available to all parents when their child enters the school on the school website, and the Policy is available from School Reception as a paper document.

10 CONSULTATION

- Draft policy is presented to the Governing Body by Headteacher
- Parent / Governor feed-back from draft policy
- Draft policy (Summary) made available to all parents and relevant partner agencies (Cumbria Healthy School's Coordinator/ School Nurse) for a period of consultation
- School Council involved in consultation of draft policy

11 DISSEMINATION OF THE POLICY

The policy, upon approval by the Governing Body of Kirkby Stephen Grammar School, will be located in the Staff I:\ drive ('School Policies' section).

The Kirkby Stephen Grammar School SRE policy, appendices and schemes of work are available on request to parents, the LA, and OFSTED via the Assistant Headteacher.

12 RELATED POLICIES

KSGS Equal Opportunities Policy

KSGS Behaviour Policy

KSGS Child Protection Policy

Date established by governing body:	January 2007
Date for full implementation:	With immediate effect
Date reviewed:	January 2018
Date to be reviewed:	August 2020

Signed:



Chair of Governors

Date:



05/02/18