

# KINGSDOWN SECONDARY SCHOOL

## SEX AND RELATIONSHIP EDUCATION POLICY

The policy has been formulated following a review of existing policies and publication of DfEE<sup>1</sup> Sex and Relationship education Guidance in 2000 (DfEE 0116/2000). It should be read in conjunction with the school's Safeguarding Policy and PSHCE Policy.

### Objectives

- 1.1 To help young people to appreciate the benefits of family life and to be aware of the responsibilities of parenthood.
- 1.2 To be aware of the nature and importance of marriage for family life while recognizing there can be strong and supportive relationships outside marriage.
- 1.3 To help build self esteem and self respect and to encourage pupils to respect others.
- 1.4 To teach the taking on of responsibility and the consequences of one's actions in relation to sexual activity and parenthood
- 1.5 To provide young people with information about different types of contraception, safe sex and how they can access local sources of further advice and treatment
- 1.6 To give young people a clear understanding of the arguments for delaying sexual activity and resisting pressure
- 1.7 To link sex and relationship education with issues of peer pressure and other risk taking behaviour such as drugs, smoking and alcohol
- 1.8 To ensure that young people understand how the law applies to sexual relationships.
- 1.9 To be sensitive to issues of sexual identity without directly promoting sexual orientation.
- 1.10 To give pupils knowledge of sexually transmitted diseases including HIV, AIDS, and Chlamydia etc.
- 1.11 To encourage communication skills.

### 2.0 SRE at Kingsdown

- 2.1 At Kingsdown School the programme of sex and relationship education is delivered through the formal curriculum for example in PSHE (see PSHE Policy and SOWs) and science; and informally through the tutorial programme and mentoring schemes in response to individual issues.

### 3.0 In implementing the programme the following issues are considered:

- 3.1 Young people's needs will vary considerably between year groups as well as within year groups.
- 3.2 Pupils with special needs need to be considered.

# KINGSDOWN SECONDARY SCHOOL

- 3.3 The cultural and religious background of different pupils must be considered.
- 3.4 The school should seek to complement the role of parents/carers.
- 3.5 Some pupils may have a history of sexualised behaviour and may even have committed a sexual offence.

## **4.0 Working with parents/carers**

- 4.1 A summary of the policy is given to all parents/carers and included in the school prospectus. Parents/carers and learners new to the school are given a summary. The full policy is available to parents/carers on request.
- 4.2 Parents/carers will always be informed before an SRE module is delivered in PSHE or any other subject. They will be encouraged to discuss with staff any concerns they may have. In exceptional circumstances it may be appropriate to withdraw a pupil from a planned SRE lesson.
- 4.3 The school recognizes that because the parents' role is central, he or she must be informed of any matter regarding the child's sexual health in the case of young people under the age of sixteen. It is only in exceptional circumstances that the school would handle information without parental knowledge. In these circumstances it is likely that the school's child protection procedures would be followed.

## **4.0 Monitoring and evaluation**

- 4.1 The policy will be reviewed by governors and others every three years.

## **5.0 Confidentiality**

- 5.1 Teachers understand that they cannot offer or guarantee absolute confidentiality to students seeking advice on matters relating to sexual relations. The school recognizes that because the parents' role is central, he or she should normally be informed of any matter regarding the child's sexual health in the case of young people under the age of sixteen. It is only in exceptional circumstances that the school would handle information without parental knowledge. In these circumstances it is likely that the school's child protection procedures would be followed.
- 5.2 The school has clear guidelines for child protection. Staff should be aware of the signs of abuse and know to whom they should report their concerns or suspicions. Staff will receive induction training and regular updates on the school's child protection procedures. (see Safeguarding Policy)

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