

Kings Langley School



Sex & Relationship Education Policy

NEXT REVIEW: November 2016

Policy Title: Sex and Relationship Education (SRE)

Rationale

A key aim of this policy is to ensure that our students receive SRE in a range of contexts, which reflect the school's aims to ensure the proper development and happiness of the individual. Students can only relate to each other 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 and other supporting agencies to ensure that the teaching of sex education reflects their expectations and complements teaching at home. Parents are able to view the yearly teaching calendar regarding when, and in which subject, the teaching of sex education will be (appendix 1), so that they can make an informed decision whether or not to withdraw their child from all or part of the SRE at school (except for those parts included in the statutory National Curriculum).

This policy exists to provide a framework to promote a climate which enables all students to flourish, regardless of ability or special needs, and supports our desired outcomes of developing "strong character" and the ability for students to make safe and reasoned choices.

SRE is lifelong learning about physical, moral and emotional development, embedded in a context that enhances the self-worth and confidence of each individual and encourages mutually respectful relationships and empathy for others.

Purpose

In order to ensure that the teaching of SRE is inclusive and remains sensitive to the maturity of development, cultural, ethnic and religious background of our students, the school will ensure that students: -

- Receive their SRE in the wide context of relationships and personal development. SRE needs to be part of an integrated cross-curricular programme helping students to develop their skills and shape their values and attitudes. See appendix 1: Calendar
- Learn and understand about physical development at appropriate stages and deal with issues of gender, sexual orientation and other stereotyping.
- Gain knowledge of sexual reproduction, sexual health, emotions and relationships.
- Receive clear information relating to local and national services including sexual health advice, sexuality, contraception, unplanned pregnancy and how to access these services.

- Learn about and receive information regarding safe practises when using social media, and other communication devices and be able to appreciate links with other issues such as peer pressure and risk taking behaviour.

Guidelines

- The Headteacher will ensure that parents are adequately informed and consulted about the SRE by arranging a suitable event (held annually) to present the school's policy and take into consideration parental views.
- A member of the SLT will ensure that the yearly teaching programme of topics surrounding and including sex and relationships, is kept up to date.
- Monitoring will be carried out through the usual line management structure and via regular reports to the governors' curriculum committee. These reports should include information on national and local statutory arrangements, a record of parental and student complaints, the number of students withdrawn from lessons and the number of teachers involved in the delivery of SRE.
- Teachers will be provided with opportunities to gain in-service training improve knowledge and keep their expertise up to date and current.

All staff will be expected to: -

- Provide SRE in accordance with this policy
- Implement the agreed scheme of work
- Review materials on a regular basis
- Respond appropriately and positively to those students whose parents wish them to be withdrawn from SRE.
- Ensure that students know that teachers cannot offer unconditional confidentiality in accordance with safeguarding practises, and reassuring students that, if confidentiality has to be broken, they will be informed first and then supported as appropriate.

Appendix 1: Yearly Teaching Sex and Relationships Calendar

Year	Autumn	Spring	Summer
7	<p>PSHE(Resilience) Building positive relationships & conflict management</p> <p>PSHE What are relationships & why are they important</p> <p>ICT Online safety</p>	<p>PSHE(Resilience) Building positive relationships & conflict management</p>	<p>PSHE(Resilience) Building positive relationships & conflict management</p>
8		<p>History Stuarts: discussion around James being bi-sexual</p>	
9	<p>PSHE Managing risk, teenage pregnancy, contraception & sexting.</p> <p>One day event: The act - behind closed doors, domestic violence</p>	<p>PSHE Homophobia & challenging prejudice</p>	<p>RE Homosexuality and religious belief</p> <p>ICT extension project Designing an e-safety campaign linked to safe social networking and understanding browsers</p>
10	<p>GCSE Drama Bouncers play- some sexual references</p> <p>RE Abortion, fertility treatment</p> <p>Textiles Social, moral & cultural issues of textiles - body image; etc</p> <p>Food Body image ad food consumption</p> <p>PSHE Positive relationships between parents & teenagers, marriage, divorce & family</p>	<p>GCSE Drama Bouncers play- some sexual references</p> <p>Yr 10 assembly STDs</p> <p>RE Abortion, fertility treatment</p> <p>Textiles Social, moral & cultural issues of textiles - body image; etc</p> <p>Food Body image ad food consumption</p> <p>City & Guilds Drugs and impact on relationships</p>	<p>RE Roles of men & women; marriage; civil partnerships; divorce; religious belief about sex (abstinence, celibacy), contraception, homosexuality</p> <p>Textiles Social, moral & cultural issues of textiles - body image; etc</p> <p>Food Body image ad food consumption</p>
11	<p>Textiles Social, moral & cultural issues of textiles - body image; etc</p> <p>Food Body image ad food consumption</p>	<p>RE Gender equality</p> <p>Textiles Social, moral & cultural issues of textiles - body image; etc</p> <p>Food Body image ad food consumption</p>	<p>Textiles Social, moral & cultural issues of textiles - body image; etc</p> <p>Food Body image ad food consumption</p>
12	<p>Textiles Social, moral & cultural issues of textiles - body image; etc</p>	<p>Textiles Social, moral & cultural issues of textiles - body image; etc</p> <p>PSHE Breast/ testicular cancer- links to relationships</p> <p>Assembly Relationships/ self respect</p> <p>PSHE Chlamydia talk & testing</p>	<p>Textiles Social, moral & cultural issues of textiles - body image; etc</p>
13	<p>Textiles Social, moral & cultural issues of textiles - body image; etc</p>	<p>Theatre studies & drama Lysistrata greek play (Edexcel)</p> <p>Textiles Social, moral & cultural issues of textiles - body image; etc</p> <p>PSHE Staying safe at uni - alcohol & effects</p> <p>PSHE Breast/ testicular cancer- links to relationships</p> <p>Assembly Relationships/ self respect</p>	<p>Theatre studies & drama Lysistrata greek play (Edexcel)</p> <p>Textiles Social, moral & cultural issues of textiles - body image; etc</p>