



## Sex and Relationship Education Policy

Guidance in the writing of this policy was taken from DFEE 0116/2000 Sex & Relationships Education Guidance.

### **Introduction/Rationale:**

Effective sex and relationship education is invaluable to enable our pupils to make responsible and well informed decisions about their lives. For many of our pupils marriage and parenthood are unlikely expectations, but this does not mean that they are to be excluded from forming loving and caring relationships with dignity and assertiveness and to avoid being exploited. Sex education in our school will be firmly rooted within the PHSE framework. It sets out to help and support our pupils through their physical, emotional and moral development, helping them learn to respect themselves and others and make a confident transition from childhood through adolescence and into adulthood.

The ideals of practices of loving human relationships should be established as the context for understanding the biology of sex education.

### **Curriculum Aims**

Sex education should:

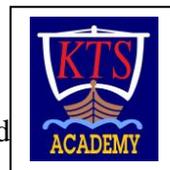
- Foster attitudes and values based on principles of respect, love and care.
- Provide knowledge and information.
- Clarify/reinforce knowledge students have acquired.
- Raise self-esteem and confidence, especially in their relationship with others.
- Help pupils to understand their sexual feelings and behaviour, so that they can lead fulfilling and enjoyable lives.
- Develop skills (language, decision making, choice, and assertiveness), which are necessary in a range of situations.
- Promote acceptable and appropriate behaviour in public and private situations.
- Give practice of strategies which reduce the risk of exploitation, misunderstanding and abuse.
- Provide the confidence to be an active member of society.
- Support access to information and facilities.

### **Implementation**

At Key Stage 1 and 2 Sex Education is delivered by the class teacher and is presented through a cross-curricular topic approach based on SEALs and the 'Lucinda & Godfrey' package.

At Key Stage 3 and 4 Sex Education is delivered by the Secondary class teacher through the 'Let's do it' resource and AQA units with input from the school nursing service.

In 14-19 Sex Education is taught by class teachers using a variety of quality resources. There is also input from the school nursing service delivering an appropriate SRE based programme.



Visitors to KTS Academy have a discrete role and responsibility for providing SRE both formally and informally. Visitors will complement the teaching programme and will not be a substitute for the KTS Academy curriculum.

Parents have the right to withdraw their children from all or part of the SRE provided at KTS Academy except those parts included in the statutory NC for science. DCFS offers the parents an information pack to work with their own children if they choose to withdraw.

All SRE lessons will begin by establishing ground rules to help to create a safe environment where students are less likely to feel embarrassed or anxious e.g. no-one to ask personal questions; no-one to be forced to take part in discussions; only correct body part names to be used; be sensible etc. Privacy is to be protected by using distancing techniques e.g. role play, puppets, invented characters, video, theatre groups.

Teachers must stress to students that they cannot offer to guarantee unconditional confidentiality. They must reassure pupils that if confidentiality has to be broken, they would be informed first and then supported as appropriate. Teachers will make sure pupils are informed of sources of confidential help e.g. school nurse, school councillor, GP etc.

### **Assessment, Recording and Reporting**

Assessment Recording and Reporting will be completed in accordance with the guidance in the Assessment Recording and Reporting policy.

### **Monitoring, Evaluation and Review**

- Subject development and long term planning will be monitored annually by the curriculum co-ordinator (Deputy Headteacher).
- Medium term planning will be monitored termly by the Assistant head.
- Short term planning will be sampled termly by the co-ordinator and upper school head.
- Teaching may be evaluated during the school self-review lesson observations, which are completed by the Deputy Head, assistant head and upper school leader. Where practicable the co-ordinator may complete observations.
- Pupil progress will be evaluated by annual review of targets set and review of pupil work, by the co-ordinator.

### **Review**

- Subject development progress will be evaluated annually by review of aims identified within this policy and will be recorded with the policy document. This may produce information towards the SDP.

Signed ..... B Richardson .....

Date ..... 2.3.18 .....