



KESGRAVE HIGH SCHOOL

SEX AND RELATIONSHIP EDUCATION POLICY

SEX AND RELATIONSHIP EDUCATION is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care for family life. It is also about the teaching of sex, sexuality and sexual health.

AIMS OF SEX EDUCATION

1. To help young people have a wider understanding of themselves, of personal relationships and of social responsibilities. SRE must be sensitive to the different needs of individual pupils and may need to evolve and adapt over time as the pupil population changes. At all times the overarching principle is to ensure the present and future wellbeing of pupils and to meet their learning needs. It is also crucial for lessons to help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying), use of prejudice-based language and how to respond and ask for help.
2. To help young people to prepare for adult life, to make informed choices, to build up a clear framework of values and to establish a healthy lifestyle.
3. To help young people to appreciate the value of family life, stable relationships and parental responsibility.
4. To prepare young people for viewing loving relationships, sexuality and human reproduction in a responsible and healthy manner.

Kesgrave High School endorses the Secretary of State's 2000 statement that appropriate and responsible SRE is an important element in the work of schools preparing pupils for adult life.

Sex Education is not just about the factual side of how the reproductive system works. It is about relating to other people, respecting their rights and feelings and developing and building loving, healthy relationships as friends, parents, members of a family and sexual partners. The 11-16 year old experiences more rapid growth and development than at any other stage of life, except infancy.

Our sex education programme aims to help young people to face the challenges of growing up in a complex, changing society; by helping them to deal effectively with the physical and emotional changes they will experience in adolescence and encouraging them to make decisions that are personally satisfying, socially acceptable and safe.

It is important to provide honest information about the physical, emotional and social aspects of human sexual development, including the nature of love, personal relationships and, above all, a stable family life. The balanced and factual information is given and discussed within a framework which will lead to an appreciation of correct values and a sound understanding of moral principles. This may enable pupils to better understand their own bodies, instincts and feelings and therefore have a happy acceptance of their own sexuality, giving them a positive sense of personal identity, value and esteem.

Young people are constantly making decisions about their sexuality which incorporate how they express themselves as individuals and show how they relate to others. While it is important to give information on topics such as pregnancy, contraception, STDs and so on, this information alone does not provide them with the skills necessary to resolve everyday pressures, concerns and conflicts.

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At Kesgrave High School we believe that young people require reassurance about body image, behaviour and relationships. Therefore in the planning and presentation of our sex education programme we have included the opportunity for the exploration of values and attitudes by looking at peers, family, customs, the media and the law. Implicit also is the development of those skills necessary to build relationships, to communicate and to make decisions so that they may make the right judgements and take the right actions in the various situations they find themselves.

The development of high self esteem in young people is another essential aspect of our sex education programme. A major part of human dignity is feeling good about oneself and if young people feel positive about themselves they are in a better position to build healthy relationships and to protect themselves from exploitation, and indeed exploiting others. At Kesgrave High School, Sex Education is integrated into a much broader Personal and Social Education Programme, which is core curriculum. It is a developmental process beginning in Year 7 and following on to Year 13.

1. PSHEE is timetabled for all pupils and all staff at the same time each week and it is expected that the work which is covered during this time is reinforced during tutor periods each day.
2. In order that a balanced, cohesive programme is offered, the school has a co-ordinator for PSHEE.
3. Form Tutors are encouraged but not pressurised to teach sex education. Other members of staff, with no form responsibilities, are used in the sex education programme to allow for smaller mixed groups. INSET and all teaching materials are provided to the team in advance.
4. To deliver certain topics in Years 7 and 9, we use local health experts. These visitors are rigorously briefed about the content and moral framework of the sessions they are to deliver. The school team goes to considerable lengths to provide quality assurance. Meetings are held and resources viewed prior to their visits to school and evaluation is done after the session through questionnaires.
5. Sex education is taught in mixed groups, on the whole, in a relaxed, non-threatening atmosphere where questions may be asked without fear of humiliation and answered sensitively and honestly. Single sex sessions have been incorporated into the Yr9 unit of work due to need and sensitivities surrounding key topics.
6. Links with other subject areas are essential: Science, EP and especially with the ICT/Computing curriculum. As part of SRE it is important that pupils recognise ways they could put themselves at risk through the use of technology. These can include risks to their emotional and physical wellbeing and safety and their personal reputation. It is important to explore the risks, the law as it pertains to the sharing and downloading of images and information and safe ways of sharing personal information, social networking, online dating and sharing images. This links with our E-Safety policy.
7. Different activities, teaching methods and use of language are adopted so that the approach and content of the syllabus is adapted to meet the different ages, abilities and needs of the pupils.
8. Some elements of the syllabus are taught in Science and EP lessons, but within the same moral framework as the rest of the programme.
9. The Sexual Health Programme is reviewed and evaluated annually in the summer term by the Pastoral team, (Heads of Year, Student Support Officers, Assistant Head in charge of PSHEE and PSHEE Liaison Governor)

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SPECIFIC ISSUES

1. Information to Parents – Parents are kept fully informed about the content of the Sex Education Programme through the school brochure, website, letters home and information evenings.
2. Right of Withdrawal – If parents request their child to be withdrawn, then of course the school will comply with the request. The child will be asked to carry on with other PSHEE based work. Where parents do chose to withdraw their child the school do advise that follow up work at home surrounding SRE should feature at a time and in a manner the family deem appropriate.
3. Advice to Individual Pupils – It would be inappropriate and therefore not encouraged for teachers to give advice about contraception or other aspects of sexual behaviour to individual pupils. The student should be encouraged to speak to one of the Student Support Officers, his/her parents, the School Nurse or the relevant health service professionals. Students can access the Student Well-being Clinic, which can provide as necessary, advice and counselling about; relationships, decision-making, condoms, emergency contraception, pregnancy tests, Chlamydia screening, referrals to GP or iCASH Suffolk Clinics www.icashsuffolk.co.uk (Orwell Clinic, Lindburgh Road, Ipswich) where appropriate. If the child is:
 - Up to the age of 13 – this becomes a Safeguarding issue and the Safeguarding Designated Professional or alternate MUST be informed.
 - Between the ages of 13-14 the case is discussed with the Safeguarding Team. Appropriate and agreed action should then follow.
 - If the student is 14 or older and deemed to be competent to make a decision, then, following counselling, the School Nurse will respect their confidentiality as outlined in the Fraser Guidelines 1986 if they do not want their parent/carer to be informed.
4. Disclosures – If a teacher believes a pupil to be contemplating a course of action which is illegal or puts him/her physically or morally at risk, the teacher must ensure that the pupil is aware of the implications and is urged to seek appropriate advice. No teacher/professional/adult should ever agree/promise confidentiality but state they have a professional duty to report to and seek advice from the Safeguarding Team who will in turn decide the appropriate course of action. This team will in turn liaise with the Headteacher.
5. Resources – All resources are previewed and discussed by the Co-ordinator for PSHEE before being used. External contributors and visitors are used because of their specialist expertise about certain aspects of the programmes. Visiting speakers are well briefed, made aware of the school's Safeguarding Policy and their contribution to the programmes thoroughly discussed and researched as referenced in our External Contributors Policy.

As of May 2016:

Assistant Headteachers linked to Pastoral Team & Coordinator for PSHEE	:	Lynsey Warfield
PSHEE Liaison Governor	:	Julia Dessaur
Safeguarding Designated Team	:	Roz Coe Teresa Rush Liz Newman
Safeguarding Liaison Governors	:	Julia Dessaur Sue White
School Nursing Team	:	Ros George Rita Jenner

SEX AND RELATIONSHIPS EDUCATION (PSHEE units of work are referenced in bold lettering).

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	PSHEE	SCIENCE	ETHICS & PHILOSOPHY
Yr7	GETTING TO KNOW YOU	Discussion of whole body organs, including sexual organs	Relationships between family & friends
	COPING WITH BEING A TEENAGE	Plant germination leading to cell adaptation – leading on to life and journey of a sperm cell and fertilisation	The impact of different personalities on relationships
	CEOPS	Copulation - the basic mechanics of sexual intercourse	Love thy neighbour/The good Samaritan
	FRIENDSHIPS	The development of the embryo throughout the 9 months and its amniotic environment	Cultural relationships
		Physical and emotional changes in puberty, including menstruation as an event	
Yr8	FAMILY DYNAMICS		Religious tradition and human rights
	CYBER BULLYING		
	DRUGS & ALCOHOL		
	DISCRIMINATION AND DIVERSITY		
Yr9	UP CLOSE AND PERSONAL	The structure and function of the human sex cells	Relationships, prejudice and discrimination
	HEALTH RISKS ASSOCIATED WITH SEXUAL ACTIVITY		
	SEXTING		
	LGBT		
	YOUTHISM		
Yr10	TEEN TROUBLES AND WELL BEING	The Human Life Cycle – birth, growth, adolescence and change, adulthood and reproduction	Human relationships conference; dealing with marriage, divorce, same sex relationships, domestic violence, living together
	PORNOGRAPHY	Human fertilisation – factually	
	DOMESTIC ABUSE Stable relationships.	Development of the embryo in the womb and the role of the placenta	
	RADICALISATION, FGM, FORCED MARRAIGES		
Yr11	RISKY STUFF		Sanctity of Life Conference; issues include: abortion, euthanasia and fertility treatments and transplants.
	ONLINE ADULT		
	PARENTING		

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