

HEALTH, SEX AND
RELATIONSHIP
EDUCATION POLICY
2019



KING HAROLD
ACADEMY

Challenge • Support • Inspire

Aim

At King Harold Academy, we aim to create a safe, secure and happy learning environment, which recognises Introduction

At King Harold Academy we believe that “Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives”.

“Sex and relationship education should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and of society and preparing pupils for the opportunities, responsibilities and experiences of adult life.” (Sex and Relationship Education Guidance, DCFS, July 2000)

We believe in the importance of the promotion that sexual relationships should only be entered into within a stable and loving relationship.

We aim to deliver an effective programme of sex and relationship education that will help our pupils “learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.” (Sex and Relationship Education Guidance, DFE, July 2000)

Purpose

Sex and Relationship Education is a process of lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is NOT about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

King Harold Academy will teach about relationships, love and care and the responsibilities of parenthood as well as sex and will;

- consider the needs of ALL pupils in the school;
- focus on boys as much as girls;
- build self-esteem;
- teach the taking on of responsibility and the consequences of one’s actions in relation to sexual activity and parenthood;
- provide young people with information about different types of contraception, safe sex and how they can access local sources of further advice and treatment;
- use young people as peer educators, e.g. teenage mothers and fathers;
- give young people a clear understanding of the arguments for delaying sexual activity and resisting pressure; link sex and relationship education with issues of peer pressure and other risk-taking behaviour, such as drugs, smoking and alcohol; and
- ensure young people understand how the law applies to sexual relationships.

Guidelines

Sex and relationship education has three main elements, outlined in the DFE’s July 2000 document: Sex and Relationship Education Guidance:

Attitudes and values

- Learning the importance of values, individual conscience and moral considerations.



- Learning the value of family life, marriage and stable and loving relationships for the nurture of children.
- Learning the value of respect, love and care for others.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision-making.

Personal and social skills

- Learning to manage emotions and relationship confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices based on an understanding of difference and with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Learning how to recognise and avoid exploitation and abuse.
- To recognise and promote Healthy Relationships.

Knowledge and understanding

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, reproduction, sexual health, emotions and relationships.
- Learning about contraception and the range of local and national sexual health advice, contraception and support services.
- Learning the reasons for delaying sexual activity and the benefits to be gained from such a delay.
- The avoidance of unplanned pregnancy.

How will Sex and Relationship education be provided and who is responsible for providing it?

Sex and relationship education will be provided in Period One, specialist workshops and within subject specific curriculums, for example Science lessons.

Within a develop programme of study, identified staff will be responsible for the delivery of Sex and Relationship education, these staff may be King Harold teaching staff, Pastoral Managers, support staff and/or outside agencies.

The Assistant Headteacher for Student Wellbeing will oversee the delivery of Sex and Relationships education.

Terminology

Ofsted guidance recommends that it is important for children to learn the language associated with body parts so that children are able to talk to health professionals. Therefore, teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people.

How will sex and relationship education be monitored and evaluated?

Sex and relationship education will be monitored by either the Assistant Headteacher for student wellbeing or Curriculum Team Leaders (CTLs) for subject curriculum related education. Through;

- Period one programmes and delivery and workshop activities.
- Lesson plans, schemes of work and or lesson observations.

DfE SRE Guidance July 2000

Young people may have varying needs regarding SRE depending on their circumstances and background. The Trust strongly believes that all students should have access to SRE that is relevant to their particular needs. To achieve this the Trust's approach to SRE will take account of:

The needs of boys as well as girls: Girls tend to have greater access to SRE than boys, both through the media (particularly teenage magazines) and the home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying.

Ethnic and cultural diversity: Different ethnic and cultural groups may have different attitudes to SRE. The school will consult students and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

Varying home backgrounds: We recognise that our students may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

Sexuality: On average, about 5% of our students will go on to define themselves as gay, lesbian or bi-sexual (GLB), some students may consider themselves transgender. Students may also have GLB or transgender parents/carers, brothers or sisters, other family members and/or friends. Our approach to SRE will include sensitive, honest and balanced consideration of sexuality. Our pastoral support will take account of the needs of GLB students. We shall also actively tackle homophobic bullying.

Special educational needs or disabilities: We shall take account of the fact that some students may have learning, emotional or behavioural difficulties or physical disabilities that result in particular SRE needs. Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

The teaching programme for Sex and Relationship Education: We intend that all pupils shall experience a programme of sex and relationships education at a level which is appropriate for their age and physical development.

Contraceptive advice to KS4 pupils: Pupils will be taught, in the context of sexual intimacy and safer sex, that intercourse should always involve using a condom. Questions about forms of contraception will be answered accurately and honestly within the student's ability to understand. If pupils need further personal advice about contraceptive use, counselling and support will be sought from appropriate agencies and personnel.

Parents' right to withdrawal

Parents/carers have a legal right to view this policy and to have information about the school's SRE provision. They also have a legal right to withdraw their children from dedicated sex education lessons if they wish. The school will seek and take account of parent/carer views and endeavour to adopt a partnership approach with parents/carers. The school's approach to SRE will encourage dialogue between parents/carers and their children. Any parent wishing to withdraw their child is encouraged to make an appointment with their child's



Head of Year to discuss the matter. Any complaints about the content or delivery of SRE should be addressed to the Head of School.

This policy has drawn on:

- DfE 'Sex and Relationship Education Guidance' (2000).
- Diverse Communities: Identity and Teenage Pregnancy, a resource for practitioners (Department of Health – September 2002)
- SRE Resource Centre/Library available to teachers at Derby Youth House, Mill Street, Derby, Tel (01332) 345538.
- NHSS (2001) Sex and Relationships Education. National Healthy Schools Standard, London.
- Ofsted (2002) Sex and Relationships. Office for Standards in Education, London.
- Social Exclusion Unit (1999) Teenage Pregnancy Strategy. Social Exclusion Unit, London.

Reviewed By: Mr C Freeborn

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