



KING JAMES I ACADEMY

Sex and Relationship Education Policy

Date adopted by Governors: September 2016

Date of Next Review: September 2018

1. Introduction

This Policy was developed in conjunction with the Governors and parents and reflects the community we serve.

Our overarching aim is that students at King James I Academy:

- Develop self-awareness, positive self-esteem and confidence.
- Develop a healthy lifestyle.
- Learn to keep themselves and others safe.
- Develop effective and satisfying relationships
- Learn to respect the differences between people.
- Develop independence and responsibility.
- Play an active role as members of society.
- Make the most of their opportunities and abilities.

2. What is this Policy about?

Parents are informed at the beginning of each year that their child will be undertaking Sex and Relationships Education within the PSHCE programme and have the opportunity to discuss issues or withdraw their child.

Sex and relationships education at King James I Academy is based on lifelong learning about physical, moral and emotional development. The PSHE/SRE framework has been developed to support our young people through their physical, emotional and moral development, allowing our students to develop the skills and understanding they need to live confident, healthy and independent lives, respecting themselves and others, helping them deal with difficult moral and social questions.

We stress the importance of the individual and collective conscience, moral dilemmas, attitudes, values and the development of critical thinking as part of the decision making process. The SRE scheme promotes the importance of marriage, family life, stable and loving relationships, respect, love, care and the nurture of children. It covers matters concerning the teaching of sex, sexuality and sexual health it will not promote sexual orientation or sexual activity.

At King James I Academy in the PSHCE/SRE we stress the importance of learning to manage emotions and relationships confidently and sensitively; developing respect for others, managing conflict, making choices based on the understanding of difference without prejudice, understanding the consequences of our actions and recognising exploitation and abuse.

Students at King James I Academy follow a programme, which promotes a sound knowledge of physical and emotional development, an understanding of human sexuality, reproduction, sexual health and relationships. A wide knowledge of contraception, local and national sexual health advice and various support services is offered. The reasons and benefits of delayed sexual activity and avoidance of unplanned pregnancy are also promoted.

3. C-Card

In accordance with and working within the 'Gillick Competence' and 'Fraser Guidelines', students will be able to obtain the C-Card. During the one-to-one sessions, students will be assessed and educated around 'Sex and the Law',

pressures around sexual intercourse, STI's, contraception, 'Delay' and emotional needs relating to sexual health.

If the student's maturity and understanding of their actions is appropriate, and it is decided that a child's health could suffer without contraception, then a C-Card will be registered, and students will be able to obtain free condoms at an approved and registered C-Card distribution outlet (outside of school). Registration of a C-Card and condom distribution will be available to all Sixth Form students (over 16 years old). This will be supported by professional sexual health education to promote positive sexual health amongst our students.

4. Referrals

Appropriate referrals and signposting will be made to other agencies for example: GUM clinic (Genitourinary Clinic) and Family Planning to support prevention of teenage pregnancy and sexually transmitted infections.

As the sexually transmitted infection, Chlamydia is becoming increasingly more widespread amongst young people (1 in 5 young people between the ages of 16-24 years) and much more likely to be talked about; Chlamydia screening will be available and encouraged for students who are sexually active. A simple urine sample will be obtained and sent for appropriate testing. Students will be supported throughout this test and ultimately with their results. By providing this test in school, young people can feel more confident about their sexual health.

SRE is delivered within the PSHE programme. Students with special educational needs, physical, emotional or learning difficulties will be given extra support and differentiated material within the learning group situation. A wide variety of teaching and learning styles should be used, (ref. To PSHCE document). The teacher is responsible for delivery of the programme aided by the Director of Student Support, PSHCE coordinator, SMT and health professionals. The teacher may opt out of delivering sex education and other members of the PSHCE team would cover this aspect. The teacher is expected to remain in the teaching room and help students on an individual basis and complete any follow up work. Training opportunities and extra support are available to staff.

The programme of SRE is formulated by the PSHCE coordinator in consultation with the Director of Student Support, health professionals and Director of Study Support for Science in conjunction with the National Science Curriculum. The programme at King James I Academy incorporates the Healthy School Standard. Time allocation for SRE within the PSHCE programme may be increased if and when the DoSS thinks that specific issues need to be revisited.

5. What we do?

At King James I Academy we feel it is vital that we listen and respond to our young people therefore when monitoring and evaluating our programme their views are fully taken into account. The mentoring/evaluation process is undertaken after each module.

- The student evaluates his/her work.
- The tutor notes the student evaluation when forming his or her own evaluation of the module.
- The tutors' evaluations are discussed at Tutor Team meeting.

- The Key Stage Coordinator then passes on a report to the PHSE/Head of Guidance at a Senior Management meeting.
- This evaluation then goes on to form the basis of an annual review.
- SMT carry out lesson observations and monitoring on a termly rota.

APPENDIX

CONFIDENTIALITY AND INFORMATION SHARING – CHILDREN AND YOUNG PEOPLE

Additional Guidance Regarding the Assessment of Fraser/Gillick Competence of a Child or Young Person, in relation to Sharing Information with a Person with Parental Responsibilities.

The following guidance is from Section 4 'Information Sharing: Practitioners' Guide', paragraphs 4.17 and 4.18, to be found in the HM Government website related to the Common Assessment Framework.

<http://www.everychildmatters.gov.uk/delivering-services/information-sharing/>

“Children aged 12 or over may generally be expected to have sufficient understanding. Younger children may also have sufficient understanding. When assessing a child’s understanding you should explain the issues to the child in a way that is suitable for their age, language and likely understanding. Where applicable, you should use their preferred mode of communication.”

“The following criteria should be considered in assessing whether a particular child on a particular occasion has sufficient understanding to consent, or refuse consent, to the sharing of information about them:

- Can the child understand the question being asked of them?
- Does the child have reasonable understanding of?
 - What information might be shared?
 - The main reason or reasons for sharing the information
 - The implications of sharing that information, or of not sharing it?
- Can the child or young person?
 - Appreciate and consider the alternative courses of action open to them
 - Weigh up one aspect of the situation against another
 - Express a clear personal view on the matter, as distinct from repeating what someone else thinks they should do