



# KING JAMES I ACADEMY

## Sex and Relationship Education Policy

Date adopted by Governors: November 2018

Date of Next Review: November 2019

## **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 positive 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 the SRE Policy about?**

SRE is lifelong learning about physical, sexual, 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 involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

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.

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. 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. Principles of the Policy**

**This policy was developed in response to:**

- Sex and Relationship Education Guidance DfES 2000

- Supplementary Guidance Sex and Relationship Education (SRE) for the 21<sup>st</sup> Century 2013
- Equalities Act 2010
- Not Yet Good enough: personal, social health and economic education in schools, (Ofsted 2013)
- Life Lessons: PSHE and SRE in schools: Fifth Report (house of Commons Education Committee 2015)

This policy should be considered alongside the following:

- E-safety
- Anti-bullying
- Child Protection (including child sexual exploitation)
- Equal Opportunities
- PSHE and Citizenship
- Behaviour
- Confidentiality

In addition King James I Academy believes that SRE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all pupils
- Encourage every student to contribute to make our community and aims to support each individual as they grow and learn.
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. children living with step families, those living with same sex parents, children looked after, adopted children, extended family. It includes a variety of types of family structure, and acceptance of diversity.
- Encourage students and teachers to share and listen to each other's views and the right to hold/ express views. We are aware of different approaches to sexual identity, without promotion of any particular family structure. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents/carers are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents, carers and students, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals

#### **4. Attitudes and Values**

At King James I Academy we believe that students should be:

- learning the importance of values, individual conscience and moral choices;
- learning the value and valuing family life, stable and loving relationships, and marriage;
- learning about the nurture of children;
- learning the value of and demonstrating respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making
- challenging myths, misconceptions and false assumptions about normal behaviour.

### **Personal and Social Skills**

- learning to manage and managing emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- developing positive self-esteem and confidence
- making informed choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

### **Knowledge and Understanding**

- learning and understanding physical, emotional and spiritual development at appropriate stages;
- understanding human sexuality, gender identity, reproduction, sexual health, emotions and relationships;
- learning about contraception, Sexually Transmitted Infections 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 delay;
- the avoidance of unplanned pregnancy.

## **5. What we do? Organisation and Content of Sex and Relationship Education**

King James I Academy specifically delivers Sex and Relationship Education through its PSHE Programme, and Science lessons at KS3, and KS4.

Much of the Sex and Relationship Education at King James I Academy takes place within PSHE lessons. Teachers generally deliver the PSHE Curriculum with support from professionals where appropriate. SRE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The Science National Curriculum is delivered by staff in the science

department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

The PSHE Programme and Science National Curriculum is taught in every relevant key stage.

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). The teacher is responsible for delivery of the programme aided by the SRE coordinator, 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 SRE coordinator in consultation with the Head Teacher, 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 Head Teacher or RSE Coordinator thinks that specific issues need to be revisited.

Any SRE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

More expert or specialist teachers and other professionals e.g. resilience nurse, school nurse, SRE Officer may support staff who are uncomfortable with teaching certain aspects of the curriculum. Support and professional development will be provided for these staff, so that they can develop the confidence in delivering the whole of the SRE programme.

## **6. Planning, Monitoring and Evaluating**

At King James I Academy we feel it is vital that we listen and respond to our young people therefore when planning, monitoring and evaluating our programme their views are fully taken into account. This is done through;

- Student focus groups / school council
- Questionnaires/consultation to parents / carers
- Review of SRE curriculum content with staff, students and parents/carers
- Consultation with wider school community e.g. school nurse, Education Development Service
- Consultation, agreement and implementation of policy by school governors

The mentoring/evaluation process is undertaken after each module.

- The student evaluates his/her work.
- The teacher notes the student evaluation when forming his or her own evaluation of the module.
- The evaluations are discussed at the SRE team meeting and used to inform future planning.

The evaluation will form the basis of an annual report to the Senior Management Team.

- This evaluation then goes on to form the basis of an annual review.
- SMT carry out lesson observations and monitoring on a termly rota.

It is the responsibility of the PSHE Co-ordinator to oversee and organise the monitoring and evaluation of PSHE and RSE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHE programme will be treated as a subject department in this exercise, under which all departments undertake yearly self-evaluation and a twice yearly monitoring and evaluation exercise led by the School Management Group.

The Governors Curriculum Staffing and Resources Committee is responsible for overseeing, reviewing and organising the revision of the Sex and Relationship Education Policy

From September 2015, Ofsted is required to evaluate and report personal development, behaviour, and welfare as well as spiritual, moral, social and cultural development (SMSC) of students. This may include evaluating and commenting on the school's sex and relationship education policy, curriculum, staff development and quality of provision.

## **7. C-Card**

In accordance with and working within the 'Fraser Guidelines', students will be able to obtain the C-Card. During one-to-one session, 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.

**Fraser Guidelines** - It is good practice for doctors and other health professionals to follow the criteria outlined by Lord Fraser in 1985, "The House of Lords" ruling commonly known as the Fraser Guidelines.

- The young person understands the health professional's advice.
- The health professional cannot persuade the young person to inform his or her parents or allow the doctor to inform the parents that he or she is seeking contraceptive treatment;

- The young person is very likely to begin or continue having intercourse with or without contraceptive treatment;
- Unless he or she receives contraceptive advice or treatment, the young person's physical or mental health or both are likely to suffer;
- The young person's best interests require the health professionals to give contraceptive advice, treatment or both without parental consent.

## **8. 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.

*These procedures should be read in conjunction with the Durham LSCB protection procedures ([link](#)) with special reference to Sections 3 'Referral and Investigation' and Section 6.13 'Sexually Active Children under 18'.*

## **9. Inclusion**

### *Ethnic and Cultural Groups*

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

### *Students with Special Needs*

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

### *Gender, Sexual Identity and Sexual Orientation*

We aim to deal sensitively and honestly with issues of gender, sexual orientation and identity, and answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

## **10. Confidentiality and Information Sharing**

It should be made clear to pupils that teachers and all adults in school cannot guarantee absolute confidentiality if they have any concerns about the safety and well being of a child. This should be made clear when forming the class Ground Rules or Group Agreement.

## **Young People under the age of 13**

A child under 13 is not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child under 13 is very serious and should be taken to indicate a risk of significant harm to the child. Cases involving under 13's should always be discussed with the nominated child protection lead.

Under the Sexual Offences Act, penetrative sex with a child under the age of 13 is classed as rape. Therefore, in all cases where the sexually active young person is under 13, a referral should be made to First Contact (formerly Social Care Direct), identifying the young person, and the sexual partner if known. Following this, a Strategy Meeting or discussion will be held. The meeting will involve a Team Manager, Social Worker, Police, Health Worker, Education and Welfare and other relevant agencies, to discuss appropriate next steps.

Where the allegation concerns penetrative sex, or other intimate sexual activity occurs, there would always be reasonable cause to suspect that a child, whether girl or boy, is suffering or likely to suffer significant harm. All cases involving under 13's should be fully documented and reported.

## **Young people between 13 – 16**

Sexual Activity with a young person in this age group is a criminal offence under the Sexual Offences Act 2003. The Act reinforces that whilst mutually agreed, non-exploitive, nor coercive sexual activity between teenagers does take place and that often no harm comes from it, the legal age of consent remains 16. This acknowledges that this group of young people is still vulnerable, even when they do not view themselves as such. Recent changes in law around consent places the emphasis on proving that consent is secured by the person initiating sex, and not the assumption that it has been obtained from the other person. This is based on them being free, able, has capacity to give consent, and that on each occasion it is negotiated and agreed.

Consideration should be given in every case of sexual activity involving 13-15 as to whether a discussion with other agencies and whether a referral should be made to Safeguarding and Specialist Services. Cases of concern should be discussed with the nominated child protection lead Ms Mhairi Stewart and subsequently with other agencies as required.

When confidentiality needs to be preserved a discussion can still take place as long as it does not identify the child (directly or indirectly).

Where there is a reasonable cause to suspect that significant harm to a child has occurred/might occur, there should be a presumption that the case is reported to First Contact or other specialist service.

All cases should be carefully documented including when a decision is taken not to share information.

**Health professionals** in school are bound by their codes of conduct but have a duty to share information with relevant others, if they believe that a child is suffering abuse.

## **11. Right of Withdrawal of Students from Sex and Relationship Education**

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex and relationship education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative arrangements in such cases. Parents are encouraged to discuss their decisions with staff at the earliest opportunity. Parents are welcome to review any SRE resources the school uses.