



THE BUCHAN SCHOOL

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KING WILLIAM'S COLLEGE

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# King William's College and The Buchan School

## Sex and Relationship Education (SRE) Policy

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# **KING WILLIAM'S COLLEGE AND THE BUCHAN SCHOOL**

## **SEX AND RELATIONSHIP EDUCATION POLICY**

SRE is lifelong learning about social, physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

### **1. Principles and Values**

King William's College 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 young people
- encourage every student to contribute to our community
- support each individual as they grow and learn
- be set within this wider school context and support family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model. It includes a variety of types of family structure, and acceptance of different approaches
- encourage students and teachers to respect each other's views. We are aware of different approaches to sexual orientation, 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 there are different religious, cultural and social approaches to and perspectives on sex and relationships
- recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, keeping them informed about the content of programmes
- recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers

Sex and Relationship Education at King William's College has three main elements:

#### **Attitudes and Values**

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships, and marriage;
- learning about the nurture of children;
- learning the value of 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 emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make 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 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 delay;
- the avoidance of unplanned pregnancy and options should such a pregnancy occur

## **2. Aims**

The aim of SRE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our SRE programme aims to prepare students for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- communicate effectively by developing appropriate terminology for sex and relationship issues
- develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity
- understand the arguments for delaying sexual activity
- understand the reasons for having protected sex
- have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- know how the law applies to sexual relationships
- Promote emotional and physical wellbeing

## **3. Organisation and Content of Sex and Relationship Education**

King William's College delivers Sex and Relationship Education through its PSHE Programme and through Religious Studies (RS) and Science lessons.

Much of the Sex and Relationship Education takes place within PSHE lessons. Tutors generally deliver the PSHE Curriculum, with support from professionals where appropriate. Form tutors work closely with their tutees over a number of years and we believe that they are usually the best people to work with the students on many of the SRE topics as they are aware of each student's individual circumstances. 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. Science lessons are more concerned with the physical aspects of development and reproduction. Through RS lessons, pupils will consider a range of different religious and secular attitudes to sex and relationships.

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 support tutors who are uncomfortable with teaching certain aspects of the curriculum. Support is offered with the year team or from the Head of PSHE who will help with planning or delivering lessons if required. Assessment of learning involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

The Buchan School delivers SRE through its PSHE programme and through Science lesson in the Upper Prep.

Part of this programme is a series of one-off lessons in Form 4, led by the school nursing sister and in single-sex groups. A permission letter is sent to parents outlining the structure and content of the lesson. The lesson focuses upon puberty and body changes; forming an appropriate foundation for future lessons at KWC. Science lessons cover the biological process of sexual reproduction and an understanding of the reproductive organs.

#### **4. 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.

*Sexual Identity and Sexual Orientation:* We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. All young people need to feel that sex and relationship education is relevant to them.

#### **5. 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 Science or RS syllabus which leads towards external examinations. 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.

#### **6. Confidentiality**

Teachers cannot offer unconditional confidentiality. Equally, teachers are not legally bound to inform parents or the Principal of any disclosure unless the pupil has specifically requested them to do so.

In a case where a teacher learns from an under 16 year old that they are having or contemplating sexual intercourse:

- the young person will be encouraged, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
- child protection issues will be considered, and referred if necessary to the teacher responsible the Designated Safeguarding Lead (the Deputy Head Pastoral) under the school's safeguarding and child protection procedures.
- the young person will be counselled about contraception, including precise information about where young people can access contraception and advice services.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's policy on confidentiality.

## **7. Related Policies**

- Curriculum Policy
- Safeguarding and Child Protection Policy
- Mental Health and Emotional Wellbeing Policy