



## **Kineton High School Sex and Relationship Education Policy**

Kineton High School strives to be challenging, supportive and inclusive; to deliver top quality learning experiences; to inspire all to maximise their progress and to celebrate and reward effort at all levels. To achieve these levels of excellence, Kineton High School recognises the need to cater for students in all aspects of their education.

Our Sex and Relationship curriculum is taught through our shared values to promote the spiritual, physical, emotional, moral and cultural development of young people in our community. The curriculum is firmly embedded in PSHE and will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

### **Commitment**

This policy had been developed in consultation with key stakeholders to take into account their views, feelings and needs.

|                           |                                                                                                                     |
|---------------------------|---------------------------------------------------------------------------------------------------------------------|
| Students                  | by analysing the ECM Student Survey 2008 and the Student Sexual Health Survey conducted by Coventry University 2008 |
| Parents                   | by inviting response through the Kineton High Times and parent's we-learn discussion group                          |
| Teachers                  | by discussion                                                                                                       |
| Strategic Leadership Team | by discussion                                                                                                       |
| Governors                 | by discussion with the Student Committee of the Governing Body                                                      |

### **Context**

This policy has been developed with reference to the following guidance and legislation:

- Sex and Relationship Education Guidance , Circular DfEE 0116/2000
- PSHE National Curriculum 2008
- Social Exclusion Report on Teenage Pregnancy, DFES
- Teenage Pregnancy Strategy in Stratford-on-Avon
- National Healthy School's Standard

### **Scope**

This policy relates to our Behaviour policy, PSHE policy, Child Protection policy, Confidentiality policy and Anti-bullying policy.

Policies are disseminated to the whole school, including school staff, pupils, governors and parents. Copies are located in the electronic school handbook. New members of staff will receive the policy through their induction programme. Parents are able to receive a copy of this policy on request.

This policy applies to all school staff, students, parents/carers, governors and other partner agencies working with the school. This policy applies when on day and residential trips.



## Context informing our aims

Health data with relation to conception rates and STIs is not yet available for the Kineton area. The closest data sets that inform this policy relate to Stratford-on-Avon district and Wellesbourne.

### *Conception*

"From 1998-2005, the under 18 conception rate has been reduced by -21.7%. Of the five District Councils in Warwickshire, Stratford-On-Avon has the lower number and rate of conceptions to under-18s and is below the national average. However, Stratford has the highest percentage of conceptions that lead to abortion and is above the national average." Respect Yourself Campaign 2008.

In 2007, there were 173 abortions in Warwickshire to under-18s and 200 abortions to 18-19 year olds.

50% of under-18 conceptions occur in 20% of wards with the highest rates. Wellesbourne has the fourth highest ranking (out of 10) for conceptions between 2002-04 (current data not available). There were 11 conceptions.

### *STIs*

There has been an increase in the number of sexually transmitted infections nationally and locally. Stratford GUM clinic has the lowest number of reported cases of Chlamydia in the county. However, between 2001-2005, the rate of new diagnosis in Warwickshire almost doubled from 322 to 592 making it the most commonly diagnosed STI. Whilst Nuneaton is the only area currently showing a noticeable increase rates are continuing to rise overall. Stratford has the highest number of reported cases of Syphilis.

### *Student feedback*

In response to two surveys conducted in 2008, between 14%-34% (depending on year group) of students surveyed said they have had sex and 27% have had some sexual experience. Students were asked which contraceptive they had used the last time they had sex, 72% had used a condom. 11 students had first had sex before Year 8 and 10 students had their first experience of sex in Year 8. 63% of students felt that they were ready to have sex.

60% of students felt either confident or very confident that they know everything they need to know about sex and relationships. Friends and parents are the main sources of advice about sex and relationships for our young people. One third of students would like to know a bit more about parenting, contraception, AIDS/HIV/STIs and rights and responsibilities between partners. (ECM Survey 2008). In particular, students wanted to know:

- more information about the various methods of contraception, particularly those that are most effective and reliable eg are femidoms just as reliable as condoms? How available is emergency contraception?
- more information about the places to go to obtain contraceptive methods eg where is the most confidential place to go about family planning? Where can I get free contraception?
- more education about the sexual nature of relationships eg when do you know the time is right for sexual intercourse? When is a sensible time to start having sex?

72% of students indicated that they would like people from outside the school to be involved in the delivery of sex and relationship education

### *Anti-Bullying Survey 2008*

54% of students believe we take action against homophobic bullying and 41% of students believe we do not take action against this form of bullying. Our PSHE programme will be adapted to directly tackle prejudice of same sex relationships and to increase students' confidence in the school's attitude and response to homophobic bullying.



## **Our Aims**

KHS believes that Sex & Relationship Education is an educational entitlement of all students and an integral part of students' emergence into adulthood. Our curriculum is designed to meet local and national priorities as part of the Teenage Pregnancy Strategy in Stratford-on-Avon, the National Teenage Pregnancy Strategy and the National Sexual Health and HIV Strategy. We will:

- encourage personal responsibility in all forms of behaviour
- encourage self-esteem
- encourage respect and consideration for others
- provide support and information for young people and their parents.

To meet the specific needs of our students identified in our surveys, we will:

- educate young people in reducing the incidence and transmission of HIV and STI's
- educate young people to reduce the unintended pregnancy rate, including the effectiveness and availability of contraception
- engage the services of external visitors in our sex and relationship education programme
- provide targeted intervention for those groups at highest risk by developing a school based Sexual Health service
- educate parents in the needs of young people for SRE



## The Sex and Relationship Curriculum

Sex & Relationship Education is led by Health Education Co-ordinator and Subject Leader for Science, who are responsible for the overall planning, implementation and review of the programme in every year group.

Sex and Relationship Education refers to three strands of learning which are embedded in our PSHE and Science Curriculum, and the work that is undertaken on an individual basis through our partner agencies.

Students may also learn about Sex and Relationships through Religious Education, English and Drama.

From time to time, apparently unrelated topics in all National Curriculum subjects addressing moral and ethical issues may arise. Within this category, as long as any discussion takes place within the context of the subject, it will not be deemed to be part of the Sex & Relationship Education programme and therefore not subject to the parental right of withdrawal.

### *PSHE Strands of Learning*

| <b>Attitudes and Values</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Personal and Social Skills</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Knowledge and Understanding</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <ul style="list-style-type: none"> <li>○ learning the importance of values and individual conscience and moral considerations; that will guide decisions, judgements and behaviour</li> <li>○ learning the value of family life, marriage, and stable and loving relationships for the nurture of children;</li> <li>○ learning the value of respect, love and care;</li> <li>○ exploring, considering and understanding moral dilemmas; and</li> <li>○ developing critical thinking as part of decision-making.</li> <li>○ building self-esteem</li> <li>○ learning to be effective communicators.</li> </ul> | <ul style="list-style-type: none"> <li>○ personal and social skills</li> <li>○ learning to manage emotions and relationships confidently and sensitively;</li> <li>○ developing self-respect and empathy for others;</li> <li>○ learning to make choices based on an understanding of difference and with an absence of prejudice;</li> <li>○ developing an appreciation of the consequences of choices made; managing conflict; and</li> <li>○ learning how to recognise and avoid exploitation and abuse.</li> </ul> | <ul style="list-style-type: none"> <li>○ learning and understanding physical development at appropriate stages;</li> <li>○ understanding human sexuality, reproduction, sexual health, emotions and relationships;</li> <li>○ learning about different types of contraception</li> <li>○ learning about the range of local and national sexual health advice, contraception and support services for advice and diagnosis</li> <li>○ learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; and resisting pressure</li> <li>○ the avoidance of unplanned pregnancy.</li> <li>○ the reasons for having protected sex</li> <li>○ the responsibilities of parenthood as well as sex;</li> <li>○ linking sex and relationship education with issues of peer pressure and other risk taking behaviour, such as drugs, smoking and alcohol</li> <li>○ knowing how the law applies to sexual relationships.</li> <li>○ avoiding being exploited or exploiting others.</li> </ul> |

### *Science Curriculum*

#### *National Curriculum Science at Key Stage 3*

1. d) that fertilisation in humans is the fusion of a male and a female cell
2. f) about the physical and emotional changes that take place during adolescence
- g) about the human reproductive system, including the menstrual cycle and fertilisation
- h) how the foetus develops in the uterus
- n) how the growth and reproduction of bacteria and the replication of viruses can affect health

#### *National Curriculum Science at Key Stage 4*

2. f) The way in which hormonal control occurs, including the effects of sex hormones
- g) some medical uses of hormones, including the control and promotion of fertility
- l) the defence mechanisms of the body
3. d) how sex is determined in humans



## Teaching

A team of personal tutors are responsible for delivering the subject material through the PSHE programme. Support will be offered through in-service training programme and the provision of lesson plans. Visiting speakers and the School Nurse will be involved in lessons where appropriate. All adults are expected to teach within the school's value framework and will not allow their own personal beliefs and values to influence the presentation and teaching of ideas.

Sex and Relationship Education may be provided by Health professionals working in partnership with the school. They will educate students within the school's sex and relationship education policy and on the instructions of the Headteacher. However, when they are in their professional role, such as a School Health Nurse in a consultation with an individual student, they will follow their own professional codes of conduct which may differ from the School's policy, including giving advice on emergency contraception.

To be effective, teachers will establish ground rules with their students at the beginning of their lessons.

- no one (teacher or pupil) will have to answer a personal question;
- no one will be forced to take part in a discussion;
- only the correct names for body parts will be used; and
- meanings of words will be explained in a sensible and factual way.

Teachers will employ distancing techniques to avoid embarrassment and protect students' privacy by: always depersonalising discussions, using role play and case studies, talks or visits from education groups, and encouraging individual self-reflection.

## Inclusion

Students are taught in mixed ability and mixed gender groups. Where there is a specific need, arrangements will be made to teach students in appropriate groupings. We do not withdraw Students with special educational needs from these lessons and may provide additional modified teaching to meet the needs of individual learners.

## Methodology and Resources

At our school, we ensure that all pupils are fully involved in lessons by using a variety of teaching methods. Teachers use a range of active approaches in Sex and Relationship education:

|                                |                       |                                        |
|--------------------------------|-----------------------|----------------------------------------|
| Action research                | Literature            | Interactive ICT                        |
| Thought showers / mind mapping | Discussion            | Local surveys                          |
| Case studies                   | External contributors | Media analysis                         |
| Circle time                    | Drama visits          | Peer education                         |
| Creative writing               | Formal debate         | Questionnaires                         |
| Role play / simulations        | Group work            | Quizzes                                |
|                                | Structured games      | Theatre-in-Education                   |
|                                |                       | DVD, supported by follow-up discussion |



## **Specific Topics in Sex and Relationship Education through PSHE**

### *Relationships*

Children will be taught about the nature and importance of marriage whilst recognizing that there are equally strong and supportive relationships outside marriage and care will be taken to ensure that there is no stigmatisation of children based on their home circumstances.

### *Puberty*

Research shows that about a third of girls are not told about periods by their parents and 10% receive no preparation at all before their first period. Puberty is taught through a progressive curriculum from Year 5 onwards. We will revisit the concept of puberty throughout Key Stage 3 and 4.

### *Contraception*

When available, trained staff from the School Health and Youth Service will be used to offer expert advice about different types of contraception, including emergency contraception and their effectiveness. Students may wish to raise individual issues arising from discussion in the classroom. Staff can give students advice to attend SOKHS where trained health professionals can give personalised information and guidance, screening services and referrals to other agencies

### *Abortion*

It is all too easy to create a classroom debate in which students' views become polarised and miss the purpose of sex and relationship education in preparing pupils for the responsibilities and challenges of adult life. When we discuss abortion in our RE and PSHE curriculum, we will offer young people the opportunity to explore the dilemmas, enable them to know and understand about abortion, and develop the communication skills to discuss it with parents and health professionals.

### *Safer Sex*

Our main emphasis to prevent infection will be on delaying sexual activity. We will teach young people about what is risky sexual behaviour and how to use condoms to improve their safety. This will be complemented through students learning skills that enable them to avoid being pressured into unwanted or unprotected sex, linked with issues of peer pressure and other risk-taking behaviour such as drugs and alcohol.

We will teach young people about diagnosis and treatment of HIV/Aids and STIs. In particular we will share the information about recent increases in chlamydia in the Warwickshire area and how this can be prevented, diagnosed and treated.



## **Specific Issues**

### *Dealing with questions*

If a question is too personal, the teacher may remind the pupil of the ground rules. If a question is too explicit, feels too personal for a student, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and will attend to it later on an individual basis. In this way, the student will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information.

If the student needs further support or the member of staff does not wish to answer a question, staff can refer students to the appropriate person, such as the School Counsellor, School Health Nurse or helpline.

If a teacher is concerned that a student is at risk as a result of the information they are seeking, they should talk to the Designated teacher for Child Protection.

### *Questions and topics about Sexual Orientation and Same Sex Relationships*

The 2000 DCSF guidance for SRE describes how “it is up to schools to make sure that the needs of all pupils are met in their programmes...whatever their developing sexuality”. There is a clear duty for teachers to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.. Equally, there is duty to reduce the incidence of homophobia and homophobic bullying. (Community Cohesion Duty 2007, Employment Equality Regulations 2003, Equality Act 2006 and Gender Equality Duty). There are a range of opportunities throughout the PSHE programme which may involve discussion of a wide range of relationships such as boy/girl, same sex, people of different race, culture, ability, disability and age. We will always signpost students to support from the Student Counsellor, Youth Services and relevant help lines for teenagers. There will be no direct promotion of sexual orientation.

### *Safeguarding against inappropriate teaching and materials*

We have made arrangements to protect students from inappropriate teaching and materials by providing training to staff, careful monitoring of materials for inclusion by the Health Education Co-ordinator and an Internet safety policy which prevents access to inappropriate material

### *Confidentiality and Advice*

Students will be made aware at the beginning of Sex and Relationship lessons that teachers cannot offer unconditional confidentiality in some circumstances, and furthermore, to understand that if certain disclosures are made, information may be shared with other agencies. Staff will make sure that students are informed of sources of confidential help through the School Health Nurse, School Counsellor or their own GP.

The school will always encourage students to talk with their parents first. Students should be asked whether they can tell their parents and whether they want help in doing so. If students refuse to tell their parents the adult should refer them to a health professional. The adult should report the incident to the Headteacher who will consult with the health professional about informing the parents.

It is hoped that the procedure will ensure that students who are in difficulty know that they can talk to an adult in school and that they will be supported. Professional information and guidance will be sought from a health professional.

When an adult receives information which makes them believe there is a child protection issue to be addressed, they should refer the case to the designated teacher for child protection. This includes



- i) Disclosure or suspicion of possible abuse
- ii) Disclosure of pregnancy

We will explain our confidentiality policy to parents as part of their induction to the school at the beginning of Year 7.

## **Staff Support and Training**

### *Induction*

During induction to Kineton High School, staff will have time planned to gain a good understanding of the school Sex and Relationship Education and other related policies.

### *Continuing Professional Development*

- All those involved in teaching Sex and Relationship Education will have the opportunity to develop skills, knowledge and confidence in addressing issues with pupils. Opportunities will be available for:
  - Team teaching
  - Observation of skilled staff
  - Coaching or mentoring
  - Training courses by LA
  - INSET

## **Supporting Parents**

We will offer support to parents, helping them to speak to their children about sex and relationships, to help their children talk about feelings and how to effectively answer questions about growing up, having babies, feeling attraction, sexuality, contraception and sexual health.

## **Parents write to withdraw children**

Comprehensive sex and relationship education does not make young people more likely to enter into sexual activity. Indeed it can help them learn the reasons for, and the benefits to be gained from, delaying such activity.

Under the Education Act 1993 parents have the right to withdraw their child from Sex and Relationship education in PSHE lessons. This does not apply to Science lessons. Parents wishing to exercise that right are asked to make an appointment to meet the Assistant Headteacher for their Key Stage to discuss the issues, however they are under no obligation to do so. Once a child has been withdrawn they cannot take part in later Sex & Relationship Education without parental approval.

## **Complaints**

Any complaint about the Sex & Relationship Programme should be made to the Headteacher.

## **Assessment, Monitoring, Evaluation and Review**

### *Assessment*

The elements that form part of the Science curriculum at Key Stages 3– 4 will be assessed in accordance with the requirements of the National Curriculum.

Methods used in PSHE lessons will include:

- Pupil self-assessment
- Peer-group assessment
- Teacher assessment
- RAMP booklet





*Monitoring*

A member of SLT will coach the Health Education Coordinator to monitor the implementation and progress of this policy

A nominated governor will have a link between the school and governing body to monitor the progress of this policy.

*Evaluation*

The impact of this policy will be evaluated through the annual ECM student survey, usage data provided by the School Health Nurse, local PCT data on STI incidence and conception rates and feedback from external agency partners.

*Review*

The Sex and Relationship education programme will be reviewed on a regular basis. This policy was agreed in May 2008 and the next review will take place in May 2011.

A summary of this policy is in the school prospectus. Relevant policies and lesson plans are available on request to parents, through the Headteacher.