

## Sex and Relationships Education POLICY



### Introduction:

Kimichi School has been operating a comprehensive SRE policy since its inception and is delighted that Government have finally updated the statutory guidance for implementation from September 2020.

### 1. Principles

1.1 Sex and Relationship Education (SRE) is a major component of the school's comprehensive programme of LIFE and its curriculum.

1.2 In all areas of human experience a good base of knowledge and understanding is deemed necessary for informed opinions and decisions to be made – human sexuality is no exception.

1.3 It is vital that students receive effective SRE before they become sexually active or put themselves at risk in other ways. It is also vital to correct prejudice and misinformation that may affect relationships with others both now and in the future.

1.4 The importance of sexual relationships in all our lives is such that SRE has a crucial role to play in preparing children for their lives now and in the future as adults and parents. In SRE learning information about the physical aspects of sex must be complemented by learning about family life, relationships and the exercise of personal responsibility towards other individuals and the broader community.

1.5 In drawing up the school's policy due regard has been given to:

- consultation with parents/carers, governors, teachers, others in the local community;
- national, local and school based problems and issues;
- the issues of content, organisation, methodology, resources, outside speakers, the explicitness and presentation of their material (including the presence or intervention of teachers as appropriate);
- encouraging students to have regard to moral considerations and to appreciate the value of a stable family life, self-restraint, dignity, respect and to behave responsibly in sexual matters.
- the explicit need to differentiate for those students with SEND, especially those with ASD. Such students are likely to need extra (if not preemptive) support with regard to their additional sensory needs.

### 2. Definition of Sex and Relationship Education

2.1 SRE is a term which refers to the physical, emotional, intellectual, spiritual, moral, social and cultural aspects of a student's development, taking into account personal relationships, culture, beliefs and value systems, responsible attitudes and appropriate behaviour. The process of SRE is a combination of the sharing of information and exploration of issues and attitudes.

### 3. Aims

3.1 The overall aim of the programme is:

- To support the personal and social development of all students, ensuring that they have the ability to accept their own and others' sexuality in positive ways and to enjoy relationships based on mutual respect and responsibility, free from any abuse. All students have the right to experience a programme of sex education and personal development at a level that is commensurate with their age and physical development that will prepare them for adult life.
- The school recognises that SRE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings (Sex Education Forum 1999).
- The school believes that effective SRE can make a significant contribution to the personal development needed by students in order to establish and maintain healthy relationships. It also enables young people to make responsible and informed decisions about their health and well-being.
- If the school becomes aware that a student is pregnant, the school must have confirmation that the parents/carers have been informed within 48 hours or the school will take action to ensure the parents/carers are told.
- The school will regularly review the schemes of work relating to SRE to ensure the content and style of delivery is appropriate for the students involved.
- The school aims to promote self-esteem, self-confidence, informed decision making and development of positive values through SRE education.
- Where appropriate external agencies will be invited to contribute to the SRE programme.

#### 4. Objectives

- To discover what students know, understand, think and feel about their sexuality and to identify their needs.
- To promote the ethos of caring and loving relationships which value and respect self and others.
- To promote an understanding of the responsibilities and consequences of one's actions in relation to sexual activity and parenthood.
- To enable students to accept variations in rates of growth and development physical, emotional and social.
- To understand the arguments for delaying sexual activity and the reason for having protected sex.
- To understand the concept of consent
- To develop skills in handling personal relationships such as communication, assertiveness and responsibilities to minimise risk taking behaviour.
- To develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- To avoid being exploited or exploiting others, including via technology.
- To fully understand the role and implications of mobile and internet technologies play in the formative years of sexual exploration, both positive and negative
- To enable students to be informed in order to challenge sexism and prejudice in society in relation to gender, race, disability or sexual orientation and to promote equal opportunities.
- To be aware of the sources of help and to acquire the skills and confidence to use them.
- To ensure students understand how the law applies to sexual relationships with regards to consent, legal age of consent, 'sexting' and pornography

## 5. Curriculum

- All students follow the LIFE curriculum.
- SRE specifics are as below:

### 5:1 Families

Students should know:

- that there are different types of committed, stable relationships including LGBTQ+
- how these relationships might contribute to human happiness and their importance for bringing up children.
- that marriage is illegal in England and Wales for those under the age of 18, even with parental permission
- In addition, under the Marriage and Civil Partnership (Minimum Age) Act, it is now a crime to exploit vulnerable children by arranging for them to marry or enter into a civil partnership under any circumstances, whether force is used or not. This includes "traditional" ceremonies that are legally non-binding, but which are still viewed as marriages by the parties and their families.
- what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- why marriage is an important relationship choice for many couples and why it must be freely entered into.
- the characteristics and legal status of other types of long-term relationships.
- the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
- how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.

### 5:2 Relationships & Friendships

Students should know:

- the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- that protected characteristics is a term in law
- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.

- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.
- that discrimination or bullying towards a person who identifies as LGBTQ+ is a hate crime and will not be tolerated by the school or indeed the real world.
- Diverse opinions, such as those espoused by or from a religious point of view will be similarly protected but will never serve as a means to deny the true and proper existence of these marginalised peoples. This is even more pertinent if the school population - or even class - has such a person within the student body.
- the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

### **5:3 Online & Media, including Social Media**

Students should know:

- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online and social media
- about online risks, including that any material someone provides to another (including 'Sexting') has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
- what to do and where to get support to report material or manage issues online.
- the impact of viewing harmful content.
- that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
- how information and data is generated, collected, shared and used online.
- that 'Sexting' is/can be seen as sharing and viewing indecent images of children and should be avoided. Such actions are expected in young people so it is important that they are informed as to the real-world consequences.

### **5:4 Being Safe**

Students Should Know:

- the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.
- how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).

### **5:5 Intimate and sexual relationships, including sexual health**

Students should know:

- the reasoning behind the age of consent and the emotional (and legal) consequences of engaging in sexual activity before that age
- the risks taken by both sexes in early sexual engagement with regard to clarity of consent and the opportunities for allegations to arise and their direct and real-world impact.
- how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
- the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others.
- that they have a choice to delay sex or to enjoy intimacy without sex.
- the facts about the full range of contraceptive choices, efficacy and options available.
- the facts around pregnancy including miscarriage.
- that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).
- how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.
- about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- how the use of alcohol and drugs can lead to risky sexual behaviour.
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

## 6. Values and Attitudes

As well as knowledge and understanding students will be encouraged to consider the importance of the following values which are derived from the school ethos:

- respect, love, care and valuing of themselves and others;
- understanding and sensitivity towards the needs and views of others;
- exploring, considering and understanding moral dilemmas;
- responsibility to the school, their family and the wider community;
- consequences of actions and implications of different choices.

## 7. Skills and Abilities

Students will be helped to develop the following skills:

- communication, including how to manage changing relationships and emotions;
- recognising and assessing potential risks;
- assertiveness;
- seeking help and support when required;
- informed decision-making;
- self-respect and empathy for others;
- recognising and using opportunities to develop a healthy lifestyle;
- managing conflict;

- discussion and group work.

## 8. Expectations

### 8.1 Staff are expected to:

- create a positive and secure learning environment where sharing attitudes and values and asking questions is encouraged;
- ensure the outcomes and objectives of discussed plans are covered at the appropriate time;
- refer any safeguarding issues arising to the named member of staff;
- keep communication between a teacher and a student confidential unless the conversation results in the teacher believing that the student is at risk;
- withdraw from these lessons any students whose parents/carers have requested the school to do so.
- Staff uncomfortable teaching the curriculum as suggested should raise this with the HT
- Staff should begin each session outlining the following:
  - Each student has the right to: speak; stay silent; partake in the session; refrain from direct involvement in discussions
  - No judgements are to be made
  - No questions are too silly or too ridiculous though some may be delayed (see 8.2 point 3)

### 8.2 Students are expected to:

- follow the expectations for behaviour, value the contributions of others and keep comments of others during SRE lessons confidential;
- exercise maturity in undertaking all lesson activities during SRE lessons.
- Understand that some questions may be inappropriate to answer in the immediacy of a class but will always be addressed. Such topics might include masturbation, concerns about sex acts or sexual health. It is at the discretion of the teacher who will regard the appropriate nature of a response (age of class etc) and respond accordingly.

### 8.3 Parents/carers are expected to:

- read the correspondence from the school and contact the school if they would like any additional information.
- Provide responsible, factual and appropriate advice and answers to any questions arising.

## 9. Specific Issues

9.1 The following may occur as part of education and staff, parents/carers, visitors and students need to understand the school's procedures.

### 9.2 Confidentiality and advice –

Students will be made aware that some information cannot be held confidential and made to understand that if certain disclosures are made certain actions will ensue. At the same time students will be reassured that their best interests will be maintained and offered sensitive and appropriate support. The following procedures must be adhered to by all staff or associate adults:

i) Disclosure or suspicion of possible abuse –

The school's safeguarding procedure will be invoked (see Safeguarding Policy)

ii) Disclosure of pregnancy or advice on contraception –

Students who are in difficulty must be directed to a senior member of staff and assured that they will be supported. These nominated members of staff have access to the appropriate outside agencies.

The school will always encourage the students to talk to their parent/carer first regarding contraception and speak to their parent/carer before the school is obligated to do so.

### **9.3 Facts**

As part of the SRE programme issues of contraception, HIV/AIDS, sexuality and abortion are addressed. Facts will be presented in an objective and balanced way, with students being encouraged to consider their attitudes and values within the framework set out. They will be made aware of the difference between fact, opinion and religious belief.

## **10. Parental Partnership**

The views and participation of parents/carers is vital for the most effective SRE programme. Information on the content of the programme and examples of resources are available for parents/carers to view if asked for. Staff can also explain how parents/ carers can assist in enhancing that part by discussions and support at home.

10:1 Under the Education Act, parents do not have the right to withdraw pupils from relationships education. Parents do have the right to withdraw their child from some aspects of sex education. This does not include what is taught as part of the science curriculum.

- a) A child can request sex education without their parent's consent from three terms before their 16th birthday.

10:2 We unashamedly operate on an opt-out basis for SRE: all students are expected to take a full and wholesome role in this education. Parents who disagree with this, and are protected in law in as per 10:1 and in so doing, can refer to 10:3:

10:3 Parents/carers wishing to exercise the right outlined in 10:1 are asked to put this in writing to the Headteacher. The school will contact parents/carers to resolve any misunderstandings. Once a child has been withdrawn they cannot later take part without parental approval.

## **11. Complaints Procedure**

Any complaints about the SRE curriculum should be made to the HT who will report to the Chair of Governors.

## **12. Monitoring**

- Staff meetings occur to evaluate sessions and to create curriculum links in response to real-time issues
- Parent and student surveys
- Feedback sought from School Council

**This policy agreed on (date) 29th August 2022**

**By (name) Kirstie Berry**

**(position) Chair of Governors**

**Review date 30th August 2024**