

SCHOOL OPERATING POLICY



SEX & RELATIONSHIP EDUCATION

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KELVIN HALL SCHOOL
SEX AND RELATIONSHIPS EDUCATION POLICY (SRE)

1.0 Purpose

- 1.1 Kelvin Hall School is committed to promoting the physical, moral, spiritual, mental and cultural well-being of all students in its care.
- 1.2 We will ensure that each student receives their entitlement to a broad, balanced and relevant curriculum
- 1.3 Sex and Relationship education is firmly rooted in the Personal, Social, Citizenship and Health education framework in accordance with the revised NC of 2000 (DFEE 0116/2000 p3).

Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity (DFEE 0116/2000 p5)

2.0 Scope

- 2.1 The policy applies to all students at the school.

3.0 Responsibility

- 3.1 The implementation and monitoring of the policy is the responsibility of the Head & Governors.
- 3.2 It is the responsibility of the lead learner for PSHCE to ensure the teaching and learning provision conforms to the policy.

4.0 Delivery

- 4.1 Sex and relationships education is an integral part of a broader programme of Health Education delivered through the PSHCE curriculum throughout years 7 to 11. We recognise the need to provide training when necessary for any new member of staff recruited to the team.
- 4.2 PSHCE is a key area in the school's promotion of a healthy lifestyle. Elements also occur in other curricular areas eg. Science, P.E, English. In English, especially, relevant issues arise naturally out of the subject matter studied and valuable discussion can follow. RE and related studies play a key role in the teaching of SRE from a moral, cultural and religious aspect. The students engage in discussions and reflective activities on occasion led by specialists, on issues such as moral behaviour, marriage, families, pregnancy, abortion, fertility treatment and divorce.

4.3 All elements of the sex and relationships education curriculum are approached in the context of relationships and in such a manner as to encourage young people to have due regard to moral considerations and the value of family life. They are supported by other PSHCE and cross-curricular units which examine responsibility, respect and self-esteem. We aim to create a supportive environment in which students feel confident to discuss sensitive issues. It is important to find a balance between the need to provide essential information and the need to explore concerns and values through discussion and debate.

4.4 Support and guidance is also available through the student support system in the school, including the school nurse. Where staff are approached by individual pupils for advice on sexual matters they should seek support as appropriate from the relevant pastoral staff in school. The school adopts the general principle of encouraging students to speak to parents and will always recommend consulting appropriate health professionals.

4.5 Where students are thought to be placing themselves at moral or physical risk, staff have a duty to make sure they are aware of the implications of their actions and urge them to seek advice. Staff concerned about any pupil should inform the Child Protection Officer who will decide whether parents should be informed. In every circumstance due regard will be taken to the needs of the student concerned.

5.0 **Organisation**

5.1 In KS3 all groups are of mixed gender. SRE is taught in PSHCE with specific elements arising in other subjects).

5.2 In year 7 students are taught in tutor groups to promote class identity and confidence and to encourage students to bond as a class.

5.3 In year 8 student groups are taught in mixed groups (ability etc).

5.4 In KS4 all students study the short course GCSE Philosophy and Ethics course. The topics cover a variety of issues regarding today's society.

6.0 **Parental involvement**

6.1 Those elements of sex education which appear in the National Curriculum orders for Science are compulsory for all pupils. (See Appendix A). The Education Act 1993 gives parents the right to withdraw their children from any or all parts of the school's programme of sex education, other than those elements which are required by the National Curriculum Science Order.

APPENDIX A

National Curriculum Science: Sex Education Elements

Key Stage 3

- Reproduction**
- the physical and emotional changes that take place in adolescence
 - the human reproductive system, including the menstrual cycle and fertilisation
 - how the foetus develops in the uterus, including the role of the placenta

Key Stage 4

- Hormones**
- the way in which hormonal control occurs, including the effects of sex hormones
 - Some medical uses of hormones, including the control and promotion of fertility

- Inheritance**
- how gender is determined in humans
 - that some diseases can be inherited

APPENDIX B

PSHCE & RE SRE Programme

Year 7	Resolving Conflict - Citizenship Body changes: puberty to old age Conception and the development of the foetus
Year 8	Conception and contraception Relationships Respect – Citizenship
Year 9	Health Education Days Re: Smoking Alcohol STI's Healthy Eating Contraception Speakers: eg. Viking FM STI's Safe Sex
Year 10	HIV and Aids Other sexually transmitted diseases Relationships Teenage pregnancy Relationships module in Social Studies. Medical ethics module in Social Studies
Year 11	Risk-taking (includes reference to contraception and HIV) Parenthood Sexuality Families module in Citizenship GCSE Community issues in Citizenship GCSE

All elements are taught in the context of relationships and are supported by other PSCHE and cross-curricular units which examine responsibility, respect and self-esteem.

Much of the programme is discussion based with the use of videos, power points and other stimulus materials. There are also supporting booklets and information sheets. Outside agencies eg. The school health service are consulted and invited to contribute where appropriate.