

SEX EDUCATION POLICY

The formulation of the policy

This policy has been updated by Sarah Rhodes in consultation with the following stake holders:

- The Joint Headteacher(s)
- Staff
- Mrs. S Rhodes (in charge of PHSE)
- Pupils
- Governors
- Parents
- The LEA (Sue Pierson – PSHE Coordinator Barnsley Learning Support)

The following policy has been guided by reference to:

- Sex and relationships education guidance, DFES
- Barnsley Healthy School Scheme
- Sex and relationships Education Guidance

Section 3 Aims and Objectives

- To learn about relationships, love and care, and the responsibilities of parenthood as well as sex.
- To develop self esteem.
- To consider responsibilities and consequences of actions.
- To learn about safer sex and contraception, where to get support and help.
- To learn about the reasons for delaying sexual activity.
- To consider linking SRE with issues of peer pressure and other risk taking behavior.
- To be aware of sex and the law.
- Having knowledge that will guide decision and choice making regarding sex and behavior.
- To be aware of sexuality and explore related issues.
- To develop effective communication skills to put feelings into words and communicate these to other people empathetically.
- To know about Sexually Transmitted Infections (STI) including Human Imuno Deficiency (HIV).
- To develop skills to avoid being pressurised.

Section 4 Moral and Values Framework

We believe that every child should learn about the implications of sexual relationships in order that they are empowered and can make informed choices. As well as understanding the scientific principles that underpin human development and reproduction, we believe that pupils

should be able to understand the subtleties and complexities of relationships and how they develop. We value relationships as fundamental to the development and fulfillment of ourselves and others, and to the good of the community. We therefore use active learning techniques such as role play, to encourage the pupils to understand the implications of mature relationships and make sense of them.

Section 5 The Sex and Relationships Programme at Kingstone

We have developed a PHSE programme that is arts based and encourages active engagement of pupils with the content to be explored. We use discussion and debate as well as artifacts and in role work to explore sensitive learning areas such as euthanasia and death. A specialist team delivers the course all of who have been trained in the use of Philosophy for Children and other methodologies that encourage the detailed and effective exploration of sensitive issues.

The programme has been developed by the teaching team following consultation with the National Curriculum Guidelines and local sex education experts.

Section 6 The Organisation of Sex and Relationships Education

The schools nominated PSHCE coordinator is Sarah Rhodes.

Sex and relationships education is delivered through PHSE/ RE and Science.

During PHSE in Year 7 the pupils deal with the discovery of who they and touch upon the importance of relationships. Year 7 also look at HIV and the importance of contraception. Later, in Year 8 and Year 9 they deal with drugs, alcohol, teenage pregnancy, homosexuality and challenging choices.

In science the students follow the national curriculum for Science which covers reproduction and other statutory areas of study.

As mentioned earlier in this policy, we have developed a PHSE programme that is arts based and encourages active engagement of pupils with the content to be explored. We use discussion and debate as well as artifacts and in role work to explore sensitive learning areas. A specialist team deliver the course all of who have been trained in the use of Philosophy for Children and other methodologies such as relevant role play, that encourage the detailed and effective exploration of sensitive issues.

Children are taught in mixed sex, mixed ability groups. SEN pupils are often accompanied by Curriculum Support Assistants who will explain difficult concepts and instructions. No child should feel excluded and the teaching has been structured to provide opportunities for differentiated learning. Differentiation is also present in teacher's lesson plans.

External visitors to the school have supported the PHSE programme. For example the school nurse from a local health provider came in and taught a lesson which led to the distribution of leaflets and promotion of advice available at local drop in centres. The school has its own "drop in" nurse who is available to pupils on a weekly basis. We encourage the involvement of health professionals in the development of our work including our own learning mentors and on site Matron. School uses many outside agencies. The Learning Mentors have extensive materials on a variety of agencies and people who can give assistance to pupils.

Each year the school holds a Health Fair to coincide with Sports Day and a significant number of local health promotion representatives come in to school to talk to pupils and answer questions.

The specialist team have regular meetings and evaluate the impact of their work via discussion and self assessment. Pupil evaluations are also regular features of our work

Section 7 Specific Issues Statement

The Governing Body, including parent governors has monitored the development of Sex and Relationships teaching methods and materials used in school. We have taken great care in choosing teaching materials and resources, and a lot of thought has gone into how we approach these sensitive learning areas.

One of the team has been trained by Sue Peirson Advisor for PHSE at Barnsley Learning Services. Any parent wishing to discuss the approach we take is welcome to contact school and arrange an appointment. As quoted in the school Prospectus ... parents have the right to withdraw their child from SRE that is not part of the National Curriculum Science.

"Teachers are advised to use their professional judgments regarding confidentiality. They are not bound by law to break the confidence of under sixteen's, who ask for information or advice on sexual issues such as contraception. Guidelines are that teachers "should" inform the Joint Headteacher(s) if the teacher believes that the pupil is doing or contemplating doing something which is likely to place him or her at moral or physical risk or in breach of the law but this is not legally binding".

Taken from The Barnsley Healthy Schools Scheme

Sex and Relationships Education Guidance

The school has a supportive system for pregnant girls and vulnerable pupils.

- ⌚ Staff are aware of the confidentiality guidance in school.
- ⌚ Head of Pastoral alerts pupils to their options, including advice centres and medical sources. The H.O.Y. will also be involved.
- ⌚ School supports the pupil in any way possible e.g. home tuition.
- ⌚ Pupils are encouraged to return and continue their education.
- ⌚ The advice from the L.E.A. 'Teenage Pregnancy Referral Pathway is added to this policy.

Section 8 How Resources Have Been Selected

Members of the team will use their own professional judgement to select appropriate resources for the teaching of sex and relationships education. These resources will be closely monitored and kept up to date. Needless to say any resources that could be seen to stereotype or provide a biased impression would be withdrawn from use.

Appropriate staff – this is any member of staff who the pupil feels comfortable with. We do have a Matron, H.O.Y., Learning Mentors, drop in Nurse and Form Tutors.

Up to date information on Teenage Pregnancy appended to the policy.

Section 9 Procedures for Monitoring and Evaluation

As with all school policies, the SRE policy will be monitored and reviewed on a regular basis. The Governing Body have a responsibility to ensure that all policies in school are kept up to date and are being used consistently.

The programme is monitored and assessed in a variety of ways. There have been meetings of teachers at KS3 to review all aspects of the course using staff extensive information folders:

- Pupils' work.
- Pupils' evaluations during lessons and an end of year evaluation to help with future planning.
- Subjects also have departmental evaluation weeks.
RE Department evaluations

Section 10 Dissemination of the Policy

- The policy will go to Governors for approval.
- It will be made available to all staff in paper form or via the intranet.
- It will be made available to all parents who request it via paper or the internet.

As with all policies staff will be notified of it in the staff handbook and expected to act accordingly.

At KS4 all pupils undertake a core course entitled Religion and Society. This course looks in detail at how various religious groups view relationships, marriage and other issues relating to this area of study. The school holds an annual Health Fair to which a wide range of health professionals are invited. Representatives from local drop in centres and community midwives attend. As well as introducing themselves and their services to the pupils, they offer advice and/or appointments as and when relevant.

Please see the attached scheme of work for PSHCE which is delivered through specific RE lessons every week.

Policy ratified by Governing Body – 2nd November, 2011