



## **Kelmscott School Sex and Relationship Education (SRE) Policy**

This policy was developed in response to Sex and Relationship Education Guidance DfES 2000, the National Teenage Pregnancy Strategy, National Healthy Schools Programme and the Waltham Forest Values Framework for Sex and Relationship Education (SRE).

### **1. The Consultation Process Has Involved:**

- Pupil focus groups
- Questionnaires to parents / carers
- Review of SRE curriculum content with staff and pupils
- Consultation with wider school community
- Consultation with school governors
- Working Party sessions on developing the policy

### **2. What Is Sex and Relationship Education?**

SRE is lifelong learning about physical, sexual, moral, spiritual and emotional development. It is about the understanding of the importance of stable, loving and mutual relationships, and an awareness of respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes towards themselves and others. It allows young people to recognise positive relationships in various forms and understand what is needed in order to maintain them.

### **3. Principles and Values**

In addition, Kelmscott School 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 regardless of their culture, ethnicity, religion, sexuality, disability or gender.
- Encourage every student to make a positive contribution within the school and wider community, and foster healthy relationships with one another.
- Be set within the wider school context and support family commitment to extending their children's knowledge and understanding of relationships and sex. It will also reflect an acknowledgement that family is a broad concept and not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.

- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular culture, community, religion ethnicity or family structure. The important values that the school will aim to promote are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma, embarrassment or judgement.
- 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, consulting them about the content of programmes and welcoming contributions in order to fairly represent the differing cultures, religions and ethnic groups that make up the local community that the school serves.
- 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/advisers in order to enrich the teaching and learning experience at Kelmscott School.

Sex and Relationship Education in this school 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; with particular emphasis on gender.
- exploring, considering and understanding moral and spiritual dilemmas;
- developing critical thinking as part of decision-making
- challenging myths, misconceptions and false assumptions about normal behaviour as well as confronting gender stereotypes and self-fulfilling prophecies.

#### 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)

Kelmscott school is committed to recognising that members of our school population may have self esteem issues, and acknowledging this and raising awareness is crucial to the holistic development of all pupils. This issue is to be addressed through a variety of initiatives including small group work, drop down days, assemblies, lesson activities, seating plans and specialist speakers. We aim to recognise and work with pupils who need support and guidance, thus cultivating a school that mutually supports all of its members and those that may be affected.

### **Knowledge and Understanding**

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual and physical 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.

### **4. Aims**

The aim of SRE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, spiritual 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 amongst all faiths, ethnic groups and communities that make up the school population.
- understand the arguments for delaying sexual activity, both from a scientific perspective and a spiritual one.
- understand the reasons for having protected sex.
- have sufficient up-to-date 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 through specifically created information booklets and SRE directories.
- know how the law applies to relationships and associations of a sexual and platonic nature.

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

Kelmscott School specifically delivers Sex and Relationship Education through its Citizenship, RE and Science lessons at KS3, and KS4.

Much of the Sex and Relationship Education at Kelmscott School takes place within Citizenship/PSHE lessons. Specialist teachers generally deliver the Citizenship/PSHE Curriculum with support from professionals where appropriate. Teachers work closely with their pupils over a number of lessons 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 pertinent issues within the local community and how best to handle topics of a controversial or sensitive nature.

SRE lessons are set within the wider context of the Citizenship/PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

The Citizenship/PSHE Programme and Science National Curriculum are taught in every year.

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 will be expected to support members of staff that are uncomfortable with teaching certain aspects of the curriculum. Support is offered with the year team or from the Citizenship/PSHE co-ordinator who will help with planning or delivery lessons if required.

Assessment is carried out at the end of every module and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

## **6. Inclusion**

### *Ethnic and Cultural Groups*

We intend our policy to be sensitive and respectful to the needs of different ethnic groups. For some young people it is not culturally or emotionally appropriate for them

to be taught particular items in mixed groups. We will respond to parental requests and concerns wherever possible.

### *Students with Special Needs*

As far as possible, pupils with Special Educational Needs will follow the SRE curriculum recommended for all pupils in the school. Careful consideration is to be given concerning the levels of learning and differentiation needed, and in some cases the content or delivery may be adapted. Kelmscott School will strive to ensure that the outcomes of these sessions remain the same, whilst acknowledging that attainment levels may vary.

Lessons and activities should always tie in to the school's behaviour policy for all pupils, especially regarding acceptable and unacceptable forms of behaviour both in and out of the school setting. Attention should also be given to the development of skills to aid pupils in forming healthy relationships with others, including assertiveness techniques and methods to resist peer pressure.

Activities can be differentiated using the resources found in the Citizenship/PSHE Scheme of Work on SRE, as well as the topic areas covered in RE and Science lessons across the key stages.

It is the school's policy to not withdraw students with Special Educational Needs from health-related lessons, as these aspects of personal, social and spiritual development are of equal importance to the academic achievement of the pupils.

### *Sexual Identity and Sexual Orientation*

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them. We commit ourselves entirely to the challenging of any prejudice and/or discriminatory behaviour that may occur as a result of sexual identity and orientation, both in the school and also the wider community.

## **7. Right of Withdrawal of Students from Sex and Relationship Education**

Some parents prefer to take the responsibility for aspects of this element of education and Kelmscott School acknowledges this right of all parents and carers and is reflected in our commitment to informing parents of the subjects planned delivery in the Citizenship/PSHE curriculum at KS3. 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 statutory National Curriculum (i.e. in Science lessons). We recognise our obligation to make alternative arrangements in such cases, although parents are encouraged to discuss their decisions with staff at the earliest opportunity, as we feel that the subject is of the utmost importance to pupils' social, emotional and spiritual development. Parents are welcome to review any SRE resources the school uses.

Parents will be informed by letter no later than 2 weeks before SRE is delivered (see appendix 1)

## **8. Confidentiality, Controversial and Sensitive Issues**

Teachers cannot offer unconditional confidentiality under any circumstance. Teachers are not legally bound to inform parents or headteacher of any disclosure unless the headteacher has specifically requested them to do so or that they feel that the pupil in question may be at risk.

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 advised, 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 for Child Protection under the school's procedures.
- the young person will be properly advised about contraception, including precise information about where young people can access contraception and advice services.

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.

All members of staff 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 confidentiality policy.

## **9. Monitoring and Evaluation of Sex and Relationship Education**

It is the responsibility of the Citizenship/PSHE Co-ordinator to oversee and organise the monitoring and evaluation of Citizenship/PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. The Citizenship/PSHE programme will be monitored as part of the overall delivery and management of subjects.

The Governors Curriculum Staffing and Working Party is responsible for overseeing, reviewing and organising the revision of the Sex and Relationship Education Policy

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's sex and relationship education policy, and on support and staff development, training and delivery.

**Headteacher signature**.....

**Governor signature**.....

**Pupil Representative signature**.....

**Date** .....

# KELMSCOTT SCHOOL

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## Appendix 1

Dear Parent / Carer,

I am writing to inform you that from week commencing \_\_\_\_\_ the Citizenship lessons for Year 9 will focus on the topic of Sex and Relationships. We will, in part, be using a programme that has been implemented in a number of secondary schools across the borough. It is an interactive resource, with a website that is designed to offer advice and help to young people and also to support the work we are doing in lessons. The website address is [www.l8r-online.co.uk](http://www.l8r-online.co.uk)

The topics covered include communication within relationships and understanding conception and contraception, sexually transmitted diseases, the reality of parenthood and the dangers of risk taking behaviour.

If you have any concerns about your child taking part in this unit and wish to receive some further information or discuss the lessons, please do not hesitate to contact either Head of Department at school.

Yours sincerely

Mrs S Vallois/Mr S Thomson  
Joint Heads of Citizenship

