



West Kirby Grammar School

Sex and Relationship Education Policy

Aims

The Sex and Relationship Education (SRE) within the School aims to provide opportunities for students to develop the skills, knowledge and understanding they need to lead confident, healthy, independent lives, and to become informed and active citizens. The work aims to be delivered in an acceptable and honest way, which enables students, whatever their gender and/or sexual orientation, to receive an appropriate sex and relationships education.

Objectives

To:

- Develop students' confidence and self-esteem
- Develop students' knowledge about healthier and safer lifestyles in order that they are able to make decisions based on that knowledge
- Understand the potential outcomes and consequences of their decisions, including legal consequences
- Develop students' knowledge and understanding about the services that are available
- Provide opportunities for students people to develop effective, fulfilling relationships
- Provide opportunities for students to develop an understanding of, and respect for, differences
- Enable students to develop the skills necessary to protect themselves from sexual exploitation

The Sex and Relationship Education curriculum will demonstrate and encourage the following values:

- Respect for self and others
- Respect for difference
- Responsibility for their own actions
- Responsibility for their family, friends and wider community
- The rights of the individual
- Equality
- Understanding of acceptable and unacceptable behaviour

Delivery

The Sex and Relationship Education curriculum will be delivered through PSHE lessons in Year 7 and Impact Days in Years 8-11, where visiting speakers and guests will also deliver aspects of the curriculum. The Science Department will also teach aspects of sex education as stated in the National Curriculum, specifically Reproduction in Year 7 and Hormones in Human Reproduction in Year 10. This unit covers hormonal control of the menstrual cycle, contraception and hormonal control of fertility.

Methodology

The work in this area of the curriculum will be delivered within the aims and objectives stated above. During PSHE and Impact Days it will be delivered principally through interactive methods e.g. group work, role-play and discussions. The regular use of worksheets, except to reinforce learning or test knowledge, is not encouraged. The use of discriminatory language, stereotyping and/or abuse will be challenged consistently and if necessary, use will be made of the School's Behaviour Policy.

Classroom Arrangements

The work will be delivered to mixed ability groups. Some small group work may also be done. The form tutor will be responsible for the creation of a calm, safe, purposeful and positive learning working environment where it is safe to make mistakes and relationships can be developed.



West Kirby Grammar School

Sex and Relationship Education Policy

Curriculum Content

Curriculum content will be informed by the most recent Government guidelines and develop in line with students' maturity. Feedback from tutors and students will be discussed in regular Year Team meetings and inform current topics of relevance.

The scheme devised by the Christopher Winter Project is followed by all year groups from 7-11. In Year 9, students also take part in the half-day Bitesize Programme delivered by Brook.

Curriculum

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|--------------------------|--------------|--|
| <input type="checkbox"/> | Year 7 | Hygiene, Body Image and Puberty, Food and Mood (Being Healthy) |
| <input type="checkbox"/> | Year 8 | Communication in relationships; conception; contraception; Body image (Dove programme) |
| <input type="checkbox"/> | Year 9 | Sexual exploitation; STIs and Sexual Health (Brook) |
| <input type="checkbox"/> | Year 10 | Media; Self Esteem; Negotiation; Accessing Sexual Health Services |
| <input type="checkbox"/> | Year 11 | Choices and Decisions; Personal Safety |
| <input type="checkbox"/> | Year 12 & 13 | Relationships |

Assessment

Assessment will predominantly be through self-assessment.

Selection of Resources

Resources used will be regularly reviewed. Currently the SRE programme is delivered using materials devised by the Christopher Winter Project, Brook and the Dove programme.

Resources used include:

- Videos
- Worksheets
- Outside Agencies

Answering Difficult Questions

Teachers should establish with students, a set of ground rules so that they are aware of the parameters. For example:

- If a question is too personal, remind the student about the ground rules
- If the student needs further support, refer them to the relevant Year Leader or Designated Safeguarding Lead
- If the answer to a question is not known – say so. The teacher will seek further advice and guidance
- Any concern about sexual abuse should be followed up immediately using the School's Safeguarding Procedures

Training

Whole School training on SRE and related issues will be offered as part of School CPD. Teachers delivering SRE will be encouraged to apply for courses as appropriate and to team-teach where possible in areas where



West Kirby Grammar School

Sex and Relationship Education Policy

development is needed. Observation, coaching and feedback of teaching and learning between members of the team is also encouraged.

Working with Parents/ Carers

The school is committed to working with parents. All Year 7 parents will be informed of the fact that SRE is taking place by means of parent communication, and of their right to withdraw their child from sex and relationship lessons.

Under Section 405 of the Education Act 1996, parents may request withdrawal of their child from sex and relationship education lessons:

"If any parent of any student....requests that he/she may be wholly or partly excused from receiving sex education at the School, the student shall, EXCEPT, in so far as the education is comprised in the National Curriculum, be so excused accordingly until the request is withdrawn".

Parents wanting to exercise this right are invited to contact the Head of Year who will explore the concerns and discuss any impact that such action may have on the student, including the possible negative experiences or feelings that may result.

Pregnancy and/ or Sexual Health Issues

The School will, through the Designated Safeguarding Lead:

- Spend some time listening to the student's story – their hopes and fears
- Encourage the student to tell their parent/carer and agree when that will happen
- If the student feels unable to tell their parent/carer, but gives permission for the school to do so, parents will be contacted as soon as possible
- If the student refuses to inform their parent/carer the student can consent for the school to speak to their GP or link visiting Authority School Nurse
- If the student does not consent, it is good practice for the Designated Safeguarding Lead to take advice from the Wirral Safeguarding Team
- If any child protection issues arise the Designated Safeguarding Lead will be notified
- Use the opportunity to assess the effectiveness of the School's sex and relationship education teaching
- If a student decides to continue with the pregnancy, the student should be advised that the Headteacher and the nominated LA officer will need to be informed so that arrangements can be made for her continuing education
- The Headteacher should ensure that the pregnancy is dealt with sensitively by teachers

As long as the school considers that the student is able to make their own informed decisions, they are not legally obliged to inform parents/carers. However, students will at every stage be encouraged to inform parents/carers.

CHILD PROTECTION

The School has a Child Protection Policy, which is available on request. If a student or third party discloses a pregnancy to a member of staff this should be reported to the Designated Safeguarding Lead.



West Kirby Grammar School

Sex and Relationship Education Policy

CONFIDENTIALITY

It is the responsibility of the School to support students but no individual should guarantee a child absolute confidentiality. It is important to note however, that healthcare professionals (including the Authority Nurse, Youth Workers and Counsellors) working in schools follow their own code of practice with respect to confidentiality.

Students should be made aware that ‘confidences’ may be shared among the staff of the School if that is seen to be beneficial for the student’s well-being and/or the teacher’s ability to deal with the issue. Students should also be made aware that under the Children’s Act 1989, adults “may do what is reasonable in all the circumstances of the case for the purpose of safeguarding or promoting the child’s welfare”.

HEALTHZONE – DROP-IN

A variety of drop-in services are available at lunchtimes on specified days in the week. These include Health Services in Schools (HSIS) who provide a nurse and a Youth Worker one lunchtime per week. These services work confidentially with students to provide healthcare checks and advice about a range of issues including healthy eating, sexual health, smoking cessation etc. They also work alongside pastoral staff and the Wellbeing Manager at other times during the year to provide to support with the delivery of the PSHE programme.

Equal Opportunities

SRE lessons provide a good background for talking openly and freely about the diversity or personal, social and sexual preferences. Prejudiced views will be challenged and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously. This is the case for bullying of any kind and the procedures regarding this are outlined in the School’s Behaviour Policy.

Procedures for Policy Monitoring and Evaluation

The policy for monitoring and evaluation of Sex Education will be reviewed at regular intervals, approximately every two years. We will evaluate its effectiveness by taking into account feedback from students, staff, and parents, as well as what has come to light through classroom observations and information we receive from national reports and curriculum reviews.

Dissemination of Policy

The policy will be available to parents on request and a copy made available for staff to view. The policy will also be placed on the School website. Students will be made aware of the policy through the School Council.

Administration Use	
Statutory/Non-Statutory:	Statutory
School Website:	Yes
GB Committee:	
Document Formulated:	May 2018
Date Document Reviewed and Approved by Curriculum Committee:	
Date Reviewed Document Approved by FGB:	
To be Reviewed:	Every two years
Next Review Date:	