



Kepier
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Policy Statement

Sex & Relationship Education Policy

- **Revised By: P.Turton**
- **Ratified By: F&GPC**
- **Review Date: As Required**

Draft

Kepier's SRE policy is based on the 'Sex and Relationship Education Guidance' (0166/2000) document which states that 'Effective SRE is crucial to developing and maintaining emotional and physical health' and the 'Social Exclusion Unit report on teenage pregnancy' (1999)

Definition

'It is 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 – this would be inappropriate teaching.' (SRE Guidance document 2000)

Principles

Kepier recognises that SRE should prepare young people for an adult life in which they can develop positive values and a moral framework that will guide their decisions, judgements and behaviour. An effective programme of SRE in school will help to ensure that young people are aware of their own sexuality and human sexuality in general, will understand the arguments for the delaying of sexual activity, for having protected sex and of the consequences of their actions. Within this SRE will give them the confidence and self-esteem to value themselves and others, to communicate effectively and to have sufficient information to protect themselves from being exploited or exploiting others and to avoid being pressured into unwanted or unprotected sex. SRE at Kepier also gives young people information on how to access confidential sexual health advice, support and if necessary, treatment.

Methodology

All our learners are involved in a programme of SRE which is firmly embedded in the general PSHE programme throughout KS3 and KS4. Set within this broad context, our SRE programme reflects whole-school aims to provide a caring community in which all learners can learn to respect themselves and others and take responsibility for their own actions. The SRE programme helps our young people to move with confidence from childhood through adolescence into adulthood. The SRE programme builds, year on year, upon knowledge and understanding gained in previous years and links to the National Curriculum for Science at both Key Stage 3 and Key Stage 4.

Key points about SRE at Kepier

We:

- Teach about relationships, love and care and the responsibilities of parenthood as well as sex
- Focus on boys as much as girls
- Build self-esteem
- Teach the taking on of responsibility and the consequences of one's actions in relation to sexual activity and parenthood
- Provide young people with information about different types of contraception, safe sex and how they can access local sources of further advice and treatment



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- Respect and give tolerance to all learners including those of different backgrounds, cultures, feelings, views and sexuality
- Give a clear understanding of the arguments for delaying sexual activity and resisting pressure
- Link SRE with issues of peer pressure and other risk-taking behaviours such as drugs, smoking, promiscuity and alcohol;
- Give an understanding of the law in relation to sexual activity and relationships;
- Provide clear information on STIs including HIV and AIDS;
- Provide clear information about puberty to and for both boys and girls;
- Provide clear information about Female Genital Mutilation to both boys and girls.
- Use teaching materials which are appropriate for the age group and up to date;
- Make use of visitors as and when available and appropriate.

Teaching strategies for SRE

It is essential that our learners develop confidence in talking, listening and thinking about sex and relationships. There are a number of teaching strategies the PSHE team use that can help in this including:

- Setting ground rules
- Distancing/depersonalising techniques
- Knowing how to deal with questions or comments from learners
- Using discussion and project learning methods and appropriate materials
- Encouraging reflection

Resources used in SRE

Resources are carefully chosen and checked for:

- Being up to date
- Being inclusive
- Giving positive, healthy and unbiased messages
- Being age appropriate
- Promoting positive values
- Accuracy

General points

- The SRE SOW is part of the Guidance SOW and was written by the Former Leader for Guidance after consultation with the PSHE team, learners, Young Leaders in PSHE and parents. It was reviewed in September 2015 by the current Leader for Guidance to ensure it accurately reflects the current aims, objectives and needs of the academy and learners.
- The SRE programme is monitored by lesson observation, checking of lesson planning and regular department meetings.
- The SRE programme is evaluated at regular intervals and revised as necessary. Learners always have an input into the evaluations.



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- Parents/carers have the right to withdraw a child/young person from SRE. This is done by informing (by letter) either the Key Stage Leader or the Department Leader. The DL will then meet with the parent/carer to discuss the situation. If the child/young person is eventually withdrawn from SRE they will work in the Library under the supervision of the Librarian.
- All SRE teachers are aware of the need to be vigilant with regards to Child Protection/Safeguarding issues. Any concerns are passed immediately to Key Stage Leader or member of the SLT responsible for Child Protection/Safeguarding.
- CPD time is provided to ensure non-specialist SRE teachers are able to deliver the curriculum in a confident and accurate way.
- Maintained schools and academies teaching SRE must have regard to the DfE's SRE guidance, published in 2000.

On page 7, the guidance says that an SRE policy must:

- Define SRE
- Describe how SRE is provided and who is responsible for providing it
- Say how SRE is monitored and evaluated
- Include information on parents' right to withdrawal
- Be reviewed regularly

The aims of SRE in the school and how they are consistent with its ethos and values

- Who teaches SRE and how they are supported through training
- How pupils and parents have been consulted about SRE provision
- How the needs of particular pupils will be met (for instance, boys, girls, and pupils with special educational needs)