



**KING EDWARD VI
CAMP HILL
SCHOOL FOR GIRLS**

Educational excellence for our City

SEX & RELATIONSHIPS (SRE) POLICY

Responsible Board/ Committee	Local Governing Body
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School	King Edward VI Camp Hill School for Girls
School Policy Owner	Lyndsey Maginnis
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Sex and Relationships Policy

This policy statement presents a true and accurate reflection of current practice in the area to which it relates. Its review forms part of our continuing process of school improvement taking the School forward and is informed by local and national needs and developments.

In support of the students of KE Camp Hill School for Girls this policy demonstrates the endeavour to promote SRE as a lifelong process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings. SRE will support positive self esteem, self respect and the respect of others.

1. Aims

- To present factual information in an objective, balanced, non- judgmental and sensitive manner, set within a clear framework of values which encourage young people to give regard to moral considerations, the value of the family and an understanding of the law relating to sexual behaviour.
- To develop skills and attitudes which allow students to manage their relationships in a responsible and healthy manner.
- To enable students to develop an understanding of good self image and responsibility for their own health.
- Help pupils develop feelings of self-respect, confidence and empathy
- SRE is embedded within our PSHE curriculum, which underpins our school ethos and values to enrich the wider world beyond the life of the classroom.

2. Statutory requirements

As a secondary academy school we must provide SRE to all pupils as per section 34 of the Children and Social work act 2017.

In teaching SRE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At King Edward VI Camp Hill School for Girls we teach SRE as set out in this policy.

3. Definition

SRE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

SRE involves a combination of sharing information, and exploring issues and values.

SRE is not about the promotion of sexual activity.

4. Curriculum: delivery and content

4.1 Curriculum content

SRE will be delivered through the Science curriculum as part of the requirements of the agreed curriculum at KS 3&4 and in GCSE Religious Studies. In addition the PSHE programme will deliver aspects of SRE in

discrete modules. The Deputy Head with oversight for PSHE in conjunction with the Heads of Year who will be responsible for developing the SRE programme across the whole school. In all years PSHE will be delivered by the Heads of Year or a member of the Pastoral or Senior Leadership Team. As appropriate external agencies such as The Health Education Unit, will be invited in to deliver specific aspects of the programme. Topics are delivered on a modular basis and students will cover a topic over a number of weeks as outlined in the schemes of work. The School will use suitable resources to complement and enhance the delivery of the programme. These resources will show consideration to age appropriate content and the sensitivities of the students who will be using them. Staff asked to deliver the course will be suitably trained and supported. The planned programme allows students to build up age-appropriate knowledge so that they are able to deal with issues or situations that arise in their lives now and in the future. Topics will therefore often be repeated in part from one Key Stage to another. The content for the programme has been decided after careful study of advice given by Birmingham Health Education Unit and the Department of Health (National Healthy School Standard).

4.2 Curriculum content

SRE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Students will be taught the SRE sections of the curriculum Science orders in their timetabled science lessons and SRE within PSHE lessons and GCSE Religious Studies.

Additional content in the SRE programme is as follows:

Year 7: Puberty and menstruation

Year 8: "Girl Talk," health issues, Body Image and family values

Year 9: Relationships, contraception, physical and emotional health

Year 10: Revisit contraception, relationships, social impact of teenage pregnancy, families, values and STI education

Year 11: Possible sexual activity in relation to alcohol and other risk taking behaviour, emotional health

Year 12: STI education and contraception

Year 13: Health issues for young women

From time to time in some subject areas moral and ethical issues may arise from apparently unrelated topics. Within this category, as long as any discussion takes place within the context of the subject, it will not be deemed to be part of the SRE programme but teachers will still approach it in a professional manner and support the aims and outlook of the School.

5. Roles and Responsibilities

5.1 The Governing Body

The Governing Body will hold the Headteacher to account for the implementation of this Policy.

5.2 The Headteacher

The Headteacher is responsible for ensuring that SRE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of SRE (see section 6).

5.3 Staff

Staff are responsible for:

- Delivering SRE in a sensitive way
- Modelling positive attitudes to SRE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of SRE

Staff do not have the right to opt out of teaching SRE. Staff who have concerns about teaching SRE are encouraged to discuss this with the Headteacher.

Staff who teach SRE are referred to in section 4.

5.4 Students

Pupils are expected to engage fully in SRE and, when discussing issues related to SRE, treat others with respect and sensitivity.

6. Parental right to Withdraw

Parents have the right to withdraw their children from the non-statutory components of sex education within SRE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

7. Confidentiality

Students have a right to expect the School to provide a safe and secure environment. All students should feel that they have a member of staff with whom they can feel safe to talk through concerns. Effective SRE, which brings an understanding of what is and is not acceptable in a relationship, can lead to a disclosure of a child protection issue or information which gives rise to concern. Staff cannot offer absolute confidentiality. In these cases concerns must be passed on to the designated teacher, Ms. L Maginnis, Deputy Head. It is only in exceptional circumstances that the School should have to handle information without parental knowledge. Please refer to the School policy on Confidentiality for more detail.

8. Monitoring and evaluation

The course will be evaluated by both teachers and students to ensure that it continues to meet the needs of the students and the School. This process will be carried out at appropriate points in the programme and the information fed back to the Deputy Head and Heads of Year. Teachers will be responsible for any assessment and reporting required by the School.

9. Review

The policy will be reviewed as part of the work of the Pupil Welfare and Discipline Committee every year.