



Relationships and Sex Education (RSE) Policy

1. Introduction

This policy has been produced following consultation with King's Wimbledon and their previous consultation with governors, teachers of biology, PSHE and relevant pastoral staff, as well as parents.

2. The policy

This policy has been written with reference to Section 405 of *The 1996 Education Act* and the DfEE's *Guidance for Sex and Relationship Education (July 2000)*, now referred to as *Relationships and Sex Education*.

The policy is reviewed annually.

What is relationships and sex education?

“It is lifelong 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.”
(*DfEE Sex and Relationship Guidance July 2000*)

3. Aims

- To support the personal, physical, psychological, cultural, moral and spiritual development and well-being of students.
- To prepare students for the opportunities, responsibilities and experiences of adult life.
- To provide information and understanding about different kinds of loving sexual relationships, the nature of sexual orientation, sexual identity and gender, the process of human reproduction, the value of marriage and stable relationships for family life and bringing up children.
- To increase students' awareness of the value and enjoyment of relationships based upon mutual respect, responsibility and sensitivity towards the needs of others, and students' understanding of the importance of fidelity.
- To educate students about the consequences, precautions and risks associated with sexual activity, providing them with information about where to get help, advice and support relating to these issues if they need it.

4. The school as a community



In the delivery of sex education, all religions are recognised as sources of philosophical and moral wisdom. The school has a statement of values for the teaching of all PSHE which is available on request.

5. Parents

The school believes that the prime responsibility for bringing up children rests with the parents. Parents are the key figures in guiding their children to cope with the emotional, physical and psychological aspects of growing up and in preparing them for the challenges, responsibilities and fulfilment which sexual maturity brings. Through its sex education programme the school has a role complementary and supportive to that of the parents. The school actively welcomes the contribution of parents' views about the content of the sex education curriculum and the nature of its delivery, through parents' forums and workshops.

6. Delivery within the curriculum

The skills of communication and assertiveness are discussed in year 7. In year 8, different types of relationship, puberty and the law are discussed. The year 7 students attend a puberty seminar and year 8 students attend a seminar entitled *Bringing Up My Parents* which discusses emotional changes during puberty.

In the Middle School, different aspects of the school's sex education programme are delivered in Science, PSHE and Religious Studies and Philosophy lessons:

- Factual biological information is covered in science lessons.
- Information on contraception and sexually transmitted infections is provided to PSHE within PSHE lessons.
- PSHE provides the opportunity to discuss the ideal and practical importance of love and respect within a relationship, the acceptance of responsibility, sensitivity towards the needs and views of others and the value of loyalty and fidelity. Students should learn about the reasons for delaying sexual activity and the benefits to be gained from such delay and about obtaining appropriate advice on sexual health.

7. Equal opportunities

All students are given equal access to our sex education programme. Special needs are taken into consideration.

8. The right of withdrawal

In accordance with Section 241 of *The Education Act 1993*, parents have the right to withdraw their children from any, or all, of the school's sex education programme other than those required by the curriculum for science subjects. It is the hope and expectation of the school that all students would take part in the full programme. The



school is happy to discuss parents' concerns about any part of the programme and to provide support material where necessary.

Parents will be notified in advance of any sex education lessons and are requested to contact the Deputy Head (senior school) if they wish to withdraw their son or daughter. A summary of the contents of these lessons is available to parents on request.

9. In-service training

Teachers who are responsible for covering areas such as relationships in the PSHE programme are given specific training.

10. Working with parents

The school values parents' views and welcomes comments about the content and delivery of the sex education curriculum. Parents will be informed and involved through this policy, letters and parents' workshops providing exchange of views and dialogue about the content and delivery of the programme.

11. Distribution of the policy

Copies of the policy are provided for all Senior School parents, staff and governors. The policy is printed in the Staff Handbook and in Introductory Information to parents and is available on the school website.

12. Procedures for monitoring and evaluation

A variety of methods including focus groups, feedback from teachers and from parents, is used as appropriate to monitor the programme.

The headmaster and pastoral deputy are accountable to the Governors in ensuring that the policy operates in practice.



Appendix A: Guidance for staff

Definition:

What is relationships and sex education?

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Sex education encompasses three overlapping themes:

- body functioning
- human sexuality
- relationships.

Within these a number of interrelated components can be identified:

- attitudes and values
 - a) learning the importance of values and individual conscience and moral considerations
 - b) learning the value of family life, marriage and stable and loving relationships for the nurture of children
 - c) learning the value of respect, love and care
 - d) exploring, considering and understanding moral dilemmas
 - e) developing critical thinking as part of decision making
- personal and social skills
 - a) learning how to manage emotions and relationships confidently and sensitively
 - b) learning to make choices based on an understanding of difference and with an absence of prejudice
 - c) developing an appreciation of the consequences of choices made
managing conflict / consent
 - d) learning how to recognise and avoid exploitation and abuse (including teenage abusive relationships)
 - e) managing RSE online (including sexting / pornography)
- knowledge and understanding
 - a) learning and understanding physical development at appropriate stages
 - b) understanding human sexuality, sexual health, emotions and relationships
 - c) learning about contraception and the range of local and national sexual health advice, contraception and supporting services
 - d) learning the reasons for delaying sexual activity, and the benefits to be gained from such delay
 - e) the avoidance of unplanned pregnancy



Teaching materials

- We should ensure that students are protected from teaching and materials which are inappropriate, having regard to the age and cultural background of the students concerned.
- Inappropriate images should not be used nor should explicit material not directly related to explanation.
- Teachers should ensure that they are familiar with material before using it in the classroom.
- Particular attention should be paid to appropriateness of internet sites. The school's filtering mechanisms should help to prevent access to unsuitable material.

Coping with difficult questions

- Teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting. A set of ground rules should be used to create a safe environment and avoid unnecessary embarrassment from unintended or unexpected questions. If a question is too personal, remind the student of the ground rules.
- Teachers can avoid embarrassment and protect students' privacy by depersonalising discussions in using role plays, videos and scenarios.
- If a teacher does not know the answer to a question, it is important to acknowledge this and suggest further research by teacher and student.
- If a student needs further support, a teacher may refer him or her to an appropriate person such as the school nurse, a counsellor, via the pastoral deputy or the head of PSHE.
- If a question is inappropriate for the whole class, a teacher may nevertheless feel it is appropriate to attend to it on an individual basis.
- If a teacher is concerned that a student is at risk, he/she should follow the guidelines set out in the school's *Safeguarding Policy*.

Child protection, confidentiality and personal disclosures

- Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, can lead to disclosure of a child protection issue. If this happens staff should follow the *Safeguarding Policy* guidelines and speak to the pastoral deputy, who is also the DSL, or deputy head (senior school)
- students should know that teachers cannot offer unconditional confidentiality.
- students should be reassured that if confidentiality has to be broken, they will be informed and supported as appropriate and that their best interests will be maintained.
- students can be informed that there are sources of confidential help, in particular medical professionals, the school nurse, and the school counsellor, though they would not guarantee absolute confidentiality either.
- Personal disclosures may take place at an inappropriate time or place. If this happens, the teacher should talk again individually to the student before the end of the school day.



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- If a teacher is unsure about the extent to which confidentiality can apply, he or she should seek advice and discuss the issue with an appropriate colleague, either the designated safeguarding lead, the headmaster, without necessarily giving the name of the student.