

## Sex and Relationships Policy

All Kings' policies will be ratified by the Board of Directors and signed by the Chairperson. Each policy will be co-signed by the principal of each school. Review dates will be similar for each school.

<b>Coordinator</b>	<b>Nominated Director</b>	<b>Chair of Board of Directors</b>
<b>WELFARE OFFICER</b>	<b>DIRECTOR OF COLLEGE SERVICES</b>	<b>NIGEL PAMPLIN</b>

We at Kings agree with the definition of sex education as stated in the DfEE guidance document '[Sex Education and Relationship Education Guidance](#)' (ref DfEE 0116/2000) which states:

'...learning about physical, moral and emotional development. It is about understanding the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health'.

In this school Sex and Relationship Education is part of the personal, social and health education curriculum for students of compulsory school age. Through SRE we inform children about sexual issues but in the context of morality and individual responsibility. This allows students to ask and explore moral questions. Under no circumstance do we use sex education as a means of promoting any form of sexual orientation.

Kings has a multinational, multicultural student body with a diverse range of values and views towards sex and relationships. We aim to work closely with parents, carers and support services and agencies to create an ethos that will ensure all students of compulsory school age receive appropriate, accurate and honest answers to their questions about SRE, while respecting personal beliefs and privacy.

### Aims

- To offer all students of compulsory school age a planned programme of education about human development, relationships, sexuality and family life which is developmental and appropriate to the age and maturity of the student.
- To teach sexuality within a moral framework emphasising stable relationships and family life.
- To encourage students to develop a positive attitude to all body functions.
- To help students understand that they have rights over their bodies.
- To help students recognise peer social pressure and boost self-esteem.

### Procedure

<b>Role of the Board of Directors</b>	<p>The Board will:</p> <ul style="list-style-type: none"> <li>▪ make this policy available to parents;</li> <li>▪ inform parents of their right to withdraw their child from all or part of the school's SRE programme if they so wish;</li> <li>▪ receive reports from the Director of College Services on the success of the policy;</li> <li>▪ has responsibility for the effective implementation, monitoring and evaluation of this policy</li> </ul>
<b>Role of the Principal</b>	<p>The Principal will:</p> <ul style="list-style-type: none"> <li>▪ ensure the implementation of this policy;</li> <li>▪ inform both staff and parents of this policy;</li> <li>▪ organise effective training for the relevant teaching staff so that they can handle any difficult issues with sensitivity;</li> <li>▪ meet annually with the Director of College Services to review the effectiveness of the policy;</li> <li>▪ authorise the provision of outside experts and agencies in the programme;</li> <li>▪ undertake student consultation to obtain feedback on this policy</li> </ul>

<b>Role of the Director of College Services</b>	<p>The Director of College Services will:</p> <ul style="list-style-type: none"> <li>• regularly visit the school’s Principal to ensure the policy is implemented effectively;</li> <li>• report back to the Board of Directors</li> </ul>
<b>Sex and Relationship Education Programme</b>	<p>We carry out the main SRE teaching in our Personal, Social, Health and Economic Education (PSHE) curriculum.</p> <p>We also teach some sex education through other subject areas (for example, Science and PE), where we feel that they contribute significantly to a child’s knowledge and understanding of his or her own body, and how it is changing and developing.</p> <p>Talks and workshops offered on this subject may also be offered to non-compulsory school age students should they wish to attend.</p>
<b>Organisation of the SRE Programme</b>	<p>The organisation and management of the programme is undertaken by:</p> <ul style="list-style-type: none"> <li>▪ The Principal</li> <li>▪ Director of Studies</li> <li>▪ Teaching staff</li> <li>▪ Welfare Officer</li> </ul> <p>The planning and delivery of the programme is undertaken by the Welfare Officer, Group Tutors and Directors of Study.</p> <p>The delivery of this programme will be flexible and it will be delivered through:</p> <ul style="list-style-type: none"> <li>▪ topics;</li> <li>▪ planned aspects of Science;</li> <li>▪ class discussions or circle time,</li> <li>▪ lectures from visiting professionals</li> </ul> <p>Staff and students should be made aware that relationships between staff members and students are not allowed. Staff should be aware of the Staff Code of Conduct detailed in the Kings Safeguarding Policy.</p>
<b>SRE for Residential Students</b>	<p>Students under the age of 18 and living in a Kings Student Residence will also be offered Sex and Relationships Education. This may be offered through:</p> <ul style="list-style-type: none"> <li>▪ the school’s existing SRE programme;</li> <li>▪ in-residence sessions;</li> <li>▪ individual/ ad-hoc meetings as and when a need is perceived</li> </ul>
<b>Role of the Welfare Officer</b>	<p>The Welfare Officer will:</p> <ul style="list-style-type: none"> <li>▪ work with the Directors of Studies to ensure the implementation of this policy;</li> <li>▪ ensure everyone connected with the school is aware of this policy;</li> <li>▪ develop a relevant and informative SRE curriculum as part of the SRE provision;</li> <li>▪ be aware of cultural assumptions and values that students may bring about Sex and Relationships;</li> <li>▪ provide advice and support to teachers with our SRE programme;</li> <li>▪ research and use outside experts and providers when needed;</li> <li>▪ investigate and record information on any reported concerns the Safeguarding Incidents File, in accordance with the Kings Safeguarding Policy and Child Protection Policy.</li> </ul>
<b>Role of School Personnel (Teachers and Group Tutors)</b>	<p>School personnel will:</p> <ul style="list-style-type: none"> <li>▪ be made aware of this policy and comply with the policy;</li> <li>▪ use a variety of teaching methods and resources to deliver the SRE programme</li> </ul>



	<ul style="list-style-type: none"> <li>▪ be trained and supported if necessary in delivering the SRE programme;</li> <li>▪ understand that the lesson must be delivered with impartiality and a message of tolerance and acceptance;</li> <li>▪ consider establishing a class 'Code of Conduct' with the students during these lessons to create positive behaviour and mutual respect;</li> <li>▪ deal with issues and students' questions with openness and sensitivity;</li> <li>▪ be aware of cultural assumptions and values that students may bring about Sex and Relationships;</li> <li>▪ respect a student's confidence, but understand that they are obliged to report concerns, in keeping with Kings' Child Protection Policy and Kings Safeguarding Policy</li> <li>▪ only deliver SRE in timetabled lessons, with prior consultation with the Directors of Study or the Welfare Officer – SRE should not be undertaken in one-to-one settings or informally with students as this may be deemed inappropriate.</li> </ul>
<b>Confidentiality</b>	<p>The teaching staff will endeavour to respect a student's confidence, unless we consider the student to be at risk. Where confidentiality has to be breached, reasons will be given.</p> <p>As stated within Child Protection Training and Kings Child Protection and Safeguarding Policies, teachers cannot promise a student that they will 'keep a secret'.</p>
<b>Role of Students</b>	<p>Students will be aware:</p> <ul style="list-style-type: none"> <li>▪ of this policy and will be encouraged to ask questions in order to further develop their knowledge, skills and attitudes;</li> <li>▪ that they may need to agree a class code of conduct with the teacher and each other during the lessons;</li> <li>▪ understand that that they should behave with maturity and respect each other during the lessons</li> </ul>
<b>Student Consultation</b>	<p>We wish to consult our students and to hear their views and opinions as we acknowledge and support <a href="#">Article 12 of the United Nations Convention on the Rights of the Child</a> that children should be encouraged to form and to express their views.</p> <p>Student consultation is integral to our process of regular self-evaluation and continuous improvement and will take place in a variety of ways.</p> <p>The methods will include:</p> <ul style="list-style-type: none"> <li>• A Student Forum /Student Council(which will meet regularly and also be consulted by the Principal)</li> <li>• An appointment system and means of contact with the Principal and key staff members</li> <li>• Operating an 'open door' policy in school whenever possible</li> <li>• Student Questionnaires (on a variety of matters relating to the school and/or and social issues)</li> <li>• Open Class discussion (on a variety of matters relating to the school and/or and social issues)</li> <li>• Suggestion Box (allowing anonymity if desired)</li> </ul> <p>Every effort is made to provide a variety and range of consultation methods to all students. Every student who attends a course at Kings will be encouraged and given the opportunity to provide feedback on every aspect of school life during their stay with us.</p> <p>A separate policy exists for student consultation which explains these processes in more detail.</p>
<b>Role of Parents (if parents are</b>	<p>Parents/Guardians/Parents' representatives will be:</p> <ul style="list-style-type: none"> <li>▪ aware that we have a responsibility for the education of our students;</li> </ul>



<b>the fee payers)</b>	<ul style="list-style-type: none"> <li>made aware that they can opt to withdraw their child from the SRE programme if they wish, through the school's Terms and Conditions and this Sex and Relationship Education Policy.</li> </ul>
<b>Associated Policies and Publications</b>	<p>This policy has been written with reference to and in accordance with the following policies and publications:</p> <ul style="list-style-type: none"> <li>Kings Curriculum Policy</li> <li>Kings Safeguarding Policy</li> <li>Kings Student Confidentiality Policy</li> <li>School Aims and Ethos of the School</li> <li>Parents' Handbook</li> <li>Student Handbook</li> </ul>
<b>Monitoring the Effectiveness of the Policy</b>	The effectiveness of this policy will be reviewed annually, or when the need arises, and the necessary recommendations for improvement will be made to the Board of Directors.

## Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

This policy affects or is likely to affect the following members of the school community (✓)		Students	School Personnel	Parents/ carers	Directors	School Visitors	Wider School Community			
		✓	✓	✓			✓			
<b>Question</b>	<b>Protected Characteristics</b>						<b>Conclusion</b>			
Does or could this policy have a negative impact on any of the following?	Age	Disability	Gender	Gender identity	Pregnancy or maternity	Race	Religion or belief	Sexual orientation	Undertake a full EIA if the answer is 'yes' or 'not sure'	
<b>YES</b>									<b>Yes</b>	<b>No</b>
<b>NO</b>	✓	✓	✓	✓	✓	✓	✓	✓		✓
<b>UNSURE</b>										
Does or could this policy help promote equality for any of the following?	Age	Disability	Gender	Gender identity	Pregnancy or maternity	Race	Religion or belief	Sexual orientation	Undertake a full EIA if the answer is 'no' or 'not sure'	
<b>YES</b>	✓	✓	✓	✓	✓	✓	✓	✓	<b>Yes</b>	<b>No</b>
<b>NO</b>										✓
<b>UNSURE</b>										
<b>Conclusion</b>	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.									



Annual Policy Review Sheet - Appendix A:

Review Date	Primary Reviewer Name (Policy Coordinator)

This Appendix A should be completed **annually** by the Policy Coordinator and Principal with specific details of each individual Kings college.

<b>Date of Last Review:</b>	
<b>Date of Next Review:</b>	
<b>Is this policy being implemented fully, with all outlined procedures followed as prescribed?</b>	YES/NO
<b>All students of compulsory school age receive compulsory Sex and Relationships Education as a part of the PSHE programme.</b>	YES/NO
<b>Parents of these students understand that they reserve the right to withdraw their child from these lessons.</b>	YES/NO
<b>All teaching staff involved in the delivery of PSHE receive appropriate training in the subject matter and dealing with the issues that arise.</b>	YES/NO
<b>All teaching staff understand that a verbal class 'Code of Conduct' may need to be established to achieve the aims of tolerance and acceptance central to the PSHE programme.</b>	YES/NO
<b>All teaching staff involved in the delivery of Sex and Relationships Education clearly understand that concerns about a student's safeguarding should be reported to the relevant members of staff.</b>	YES/NO
<b>As part of the programme, students will be visited by at least one of the outside agencies and professionals connected with the issues raised.</b>	YES/NO
<b>As part of the programme, students will be made aware of the external agencies, websites and support that exist to help teenagers understand and manage these issues.</b>	YES/NO
<b>If this policy is not being implemented fully, as prescribed, please outline what you have put in place instead and the reasons behind the change...</b>	
<b>How are staff made aware of this policy?</b>	




Does this policy require any specific/specialised training for staff, if yes please specify what it is and whether it has been done?

**Monitoring the Effectiveness of the Policy**

The information in this policy and appendix will be reviewed annually by the Principal, or when the need arises, and the necessary recommendations for improvement will be made by the Principal to the Board of Directors.

Please comment on the overall effectiveness of this policy – giving any suggestions or recommendations for improvement...

<b>Coordinator:</b>		<b>Date:</b>	
<b>Principal:</b>		<b>Date:</b>	
<b>Chair of Board of Directors:</b>		<b>Date:</b>	
<b>Name of School:</b>			
<b>Next Review Date:</b>			

