



INVESTOR IN PEOPLE

Sex and Relationships Policy

Version 18/19-1.0

Important: This document can only be considered valid when viewed on the school's website. If this document has been printed or saved to another location, you must check that the version number on your copy matches that of the document online.	
Name and Title of Author:	
Name of Responsible Committee/Individual:	Local Governing Body
Implementation Date:	Spring 2019
Review Date:	Spring 2020
Related Documents:	

Members of staff responsible: Head of House in charge of PSHCE, Deputy Head for upkeep of policy and all staff for implementing policy.

This policy should be read in conjunction with the following policies: Bullying; Child Protection; Citizenship; Equal Opportunities and Confidentiality Policy.

The policy will be reviewed in response to any new national guidance, particularly, but not exclusively from the DFE.

***Throughout this document the term 'parents' is used to represent a pupil's parent, guardian or carer.**

Description of School

Malet Lambert is an 11-16 comprehensive school with 1500 pupils serving the central area of East Hull, an area of owner-occupier and rented housing. The population of the area is mixed socially and economically, but there are few families of other ethnic groups. The intake is drawn mainly from the local primary schools.

Description of Policy Formation and Consultation Process

1. This policy has been written to reflect the latest guidance from the DfES on Sex and Relationship Education 2000 and the National Healthy Schools Standard.
2. Consultation takes place between the PSHCE coordinator and the Deputy Head for Pastoral care. The policy is regularly reviewed to take account of national changes and to evaluate good practice in the teaching of sex and relationship education. Wider consultation then takes place with the Pastoral Team and those staff responsible for delivering the materials to pupils.
3. Recommendations are then made to the Governing Committee. Revision of the policy will then take place to implement any comments from the feedback.

Aims and values

Sex and relationship education 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 0116/2000 p.5)

1. Introduction

- 1.1 It is a legal requirement for Governors to publish a policy on Sex and Relationships Education (SRE) and for that policy to be reviewed regularly.
- 1.2 This policy should be made available to parents and carers.
- 1.3 Most of a pupil's informal sex and relationships education takes place within the family and the school's programme will complement and support the role of parents. Parents and those with parental responsibility have the right, if they wish, to withdraw their child from all or part of the Sex and Relationships Education programme, with the exception of those parts included in the National Curriculum Orders for Science.
- 1.4 Sex and Relationships Education should be taught with sensitivity and consideration for moral standards and the value of family life.

2. Aims of Our Sex and Relationships Education Programme

To provide a stimulating and supportive learning environment in which pupils can develop their feelings of self-worth and confidence especially in relation to others.

2.1 Sex and Relationships Education in secondary schools should build on foundations laid at primary school level

2.2 Sex and Relationships Education should aim to be a lifelong learning about physical, moral and emotional development.

2.3 It should endeavour to promote understanding of the importance of marriage, family life, stable and loving relationships, respect, love and care.

2.4 It should teach about sex, sexual orientation (including transgender) and sexual health.

2.5 It should not aim to promote a particular sexual orientation, or sexual activity.

2.6 It should support children and young people in coping with adolescence and relationships and prepare them for adult life.

2.7 **As per the Government's recommended guidance for 2019 we have also introduced explicit teaching of consent and understanding boundaries, focusing on what a healthy and stable relationship looks like and how to stay safe in the real world and online.**

There are three main elements in Sex and Relationships Education:

Positive Attitudes and Values

- learning the importance of values and moral conscience
- learning the value of family life within a stable relationship such as marriage, and the importance of the love and nurture of children
- learning the value of respect, love and care including valuing themselves as unique individuals
- exploring, considering and understanding the nature of moral decisions
- developing the faculty of critical thinking

Extending Personal and Social Skills

- learning to manage emotions and relationships in a sensitive and confident manner
- developing empathy for others and self – respect
- learning to make choices based on tolerance with an unprejudiced attitude and understanding that Homophobic language is unacceptable
- recognising the consequences of choices made
- managing conflict and recognising and avoiding abuse and exploitation
- developing decision making and assertiveness skills

Gaining Knowledge and Understanding

- learning and understanding physical development at appropriate stages
- understanding human sexuality, reproduction, sexual health, emotions and relationships
- learning about contraception, and the range of local and national sexual health and support services
- understanding the reasons for delaying sexual activity
- the avoidance of unplanned pregnancy
- **Recognising abuse in relationships and an awareness of coercive behaviour**

Equal opportunities

In accordance with the school's aims and objectives and equal opportunities policy all pupils will have access to the necessary knowledge and the opportunity to ask questions and discuss all aspects of sex education within the moral framework specified in this policy. This will include resources being differentiated for SEN pupils, pupils from different and/or minority ethnic and religious groups through liaising with the school's SEN, RE and Science Department to ensure that all pupils understand and can access the programme. The parents' rights of withdrawing children from these areas of education will be respected.

All pupils will have access to Sex and Relationship Education through the teaching of:

- All form tutors
- All members of the RE department

Staff are to deal with issues around sexual orientation and incidents of homophobic name-calling and bullying within the school by referring any issues to the Child Protection Officer.

Progress and monitoring

- Observation of lessons
- Scrutiny of Schemes of Work
- Record of visits and talks
- Evaluation of progress of each unit including reflection.
- Discussion in Link meetings between SLT and Heads of Subject

Resources

All resources used within the delivery of Sex and Relationship Education is age appropriate. The PSHCE co-ordinator is responsible for vetting and providing the resources relevant to the year group. Any resources delivered through RE must be in line with national curriculum guidance.

Copies of any resources used for the teaching of SRE are available to parents on request.

External visitors

It is important that account is taken of the wide range of expertise and other resources available and the contribution which can be made by health professionals. The Head of House with responsibility for PSHCE and the Child Protection Officer can offer advice and a list of phone numbers of other outside agencies regularly used by the school.

Health professionals or visitors asked to give talks or offer advice to pupils will receive guidance from the Head of House with responsibility for PSHCE. Talks or discussion groups will form an integral part of the sex education programme and visitors or health professionals will be guided by the Head of House with responsibility for PSHCE on the context of their contribution. the Head of House with responsibility for PSHCE will be responsible for contacting health professionals or visitors and will organise their work. They should also be made aware of your school's Child Protection Policy and reminded that they are bound by it. **The School currently work closely with CornerHouse who deliver age appropriate sessions during relevant Enrichment days across both Key Stage 3 and 4.**

Confidentiality

Trust must be built between staff and pupils if sensitive areas are to be dealt with appropriately. Pupils must be aware however that unconditional confidentiality cannot be promised. A pupil may make a personal disclosure to a teacher, whether individually or in a

small group or class situation. This disclosure might relate to sensitive information about themselves, their own under-age sexual activity or it may be that they have been abused. Concerns about harm or abuse must be reported to the school's Child Protection Officer Sonia Ellerington.

All members of staff and visitors need to be clear about the school's policy on confidentiality, which sets out guidance about pupil information that they can regard as confidential and that which they cannot

Effective sex and relationship education should enable and encourage young people to talk to a trusted adult if they are having sex or contemplating doing so. Ideally this should be their parent/carer but this will not always be possible. Legally health professionals can in some circumstances talk to and treat young people confidentially and the school will include in its sex and relationship education programme sources of confidential advice that its pupils can access locally and across the city. However, there may be cases where a teacher or member of staff learns from an under 16-year-old pupil that they are having, or contemplating having, sexual intercourse. In these circumstances the school will take steps to ensure that:

1. Wherever possible the pupil is persuaded to talk to her/his parent/carer.
2. Any child protection issues are addressed by following the Area Child Protection Committee's (ACPC) policy and procedures and referring to the Child Protection Officer.
3. That the pupil has been adequately counselled and informed about contraception, including precise information about where young people can access contraception and advice services

It is only in the most exceptional circumstances that the school would be in the position of having to handle such information without parental knowledge and where younger pupils are involved this would be grounds for serious concern. The Head of School and Governors will monitor the frequency of such cases. If they occur too frequently this might indicate deficiencies in pupils' awareness of, or confidence in, sources of confidential medical advice. The school's sex and relationship education programme would be reviewed to ensure appropriate information is available to pupils, and understood by them.

Working with parents

Information about our Sex Education programme is given to parents in the school Prospectus and any comments/issues will be used, where appropriate, to help develop and review the SRE policy.

Monitoring and evaluation

This policy will be monitored by the Head of House and Deputy Headteacher on an annual basis. An evaluation report will be presented to the governors annually.

Name and role of the person(s) responsible for the policy, its implementation and the monitoring of its effectiveness:

PSHCE Co-ordinator and Deputy Head

Name of the person responsible for delivery in each key stage/year group.

PSHCE co-ordinator

