



INVESTOR IN PEOPLE

## **MALET LAMBERT SCHOOL**

### **POLICY STATEMENT**

### **SEX EDUCATION**

Completed by:	FPE/ CHO
Consulted with appropriate staff:	
Consulted with SLMT:	
Circulation date:	
Review date	January 2014

## **Sex and relationship education policy.**

**Date of Policy:** January 2013

**Members of staff responsible:** Charles Ockford and Franc Pecora for upkeep of policy, 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.

**\*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 1464 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 PSCHE Co-ordinator and the Deputy Head for Achievement and Well-being. 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 Pupil Development 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)

At Malet Lambert School, due consideration will be given to the recommendations made by the DFES Sex and Relationship Guidance. The aims of our policy are:

- To develop healthy and responsible attitudes to sexual behaviour to include respect for the opposite sex, sexual orientation and preparation for parenthood and family life;
- To encourage young people to respect themselves and others so that they can move with confidence from childhood through adolescence and into adulthood.
- To provide the necessary knowledge about sexual behaviour in a moral context to enable pupils to achieve the above.
- To develop an understanding of the link between physical and mental health and sexual behaviour

- To develop an understanding of the law and sexual behaviour.
- To develop pupils' skills in staying safe as children and young adults.

### 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 s 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 Learning Co-ordinator.

### Content

Sex and relationship education has three main elements:

- attitudes and values;
- personal and social skills;
- knowledge and understanding.

The above elements of sex and relationship education are delivered throughout key stage 3 and 4

<b>Year</b>	<b>Content</b>
Year 7	Introduction to Malet Lambert Bullying Relationships
Year 8	Sex Education Relationships Personal Safety
Year 9	Sex Education Relationships Personal Safety
Year 10	Sex Education Relationships Personal Safety
Year 11	Sex Education Relationships Personal Safety

### Organisation

During PSHE all year groups pupils are taught in mixed form groups. These are mixed ability. Within Science and RE lessons pupils are in mixed ability set classes. If required talks and other media can be delivered as a full year group .i.e. 'Bottoms Up' a play about teenage pregnancy.

If any pupils are identified as in need of more specific sex and relationship education then small groups can be arranged led by the relevant professional.

### **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 with no resources that are inappropriate for the year group will be used (The Christopher Winters programme is currently being used). The PSHE 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.

### **Teaching approaches**

Sex and relationship education at Malet Lambert aims to provide pupils with the opportunities to:

- acquire relevant information which they can use;
- learn and practise personal and social skills such as communication, negotiation, asking for help, making safe decisions;
- explore what are positive and healthy values and attitudes.

Teaching methods that will help to facilitate the delivery of the above aims will include:

- establishing ground rules with pupils, this might include not using peoples names if citing a particular incident;
- distancing techniques;
- being prepared to deal with questions in whole-class situations and with individual pupils;
- discussion and project learning;
- reflection at the end of each lesson and each topic.

Any member of staff that is involved with the delivery of Sex and Relationship education will be given guidance and supported by the PSCHE co-ordinator where required.

### **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 School Nurse is Anna Thompson. She is in school each Monday morning. Charles Ockford 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 Charles Ockford. Talks or discussion groups will form an integral part of the sex education programme and visitors or health professionals will be guided by Charles Ockford on the context of their contribution. Charles Ockford 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.

## **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 Co-ordinator (Franc Pecora, Deputy Head for Achievement and Well-being or 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 (Franc Pecora, Deputy Head for Achievement and Well-being)
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 headteacher 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.

## **Working with Pupils**

Pupils in Years 8 to 10 are trained in peer listening techniques. They are attached to tutor group in the year below to provide support to pupils. Individual pupils can be referred to the Peer Listeners by the Pupil Development Team to help improve other pupils' self esteem and tackle issues relating to peer groups and bullying. Peer Listeners are made aware of the policy and guidelines relating to confidentiality.

## **Monitoring and evaluation**

This policy will be monitored by Charles Ockford 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: **Charles Ockford, PSICHE Co-ordinator and Franc Pecora, Deputy Head for Achievement and Well-being.**

Name of the person responsible for delivery in each key stage/year group.  
**Charles Ockford, PSICHE co-ordinator**

Name and role of any appropriate link governor.

Policy approved by governors \_\_\_\_\_ date \_\_\_\_\_

Policy to be reviewed \_\_\_\_\_