



Sex and Relationship Education Policy

PROCESS.

The process of writing and reviewing this policy involved consultation between Head of Science, Head of Life Skills, School Nurse and Assistant Headteacher Student Guidance. Followed by consultation and approval with the Governing Body.

RATIONALE.

Moulton School believes that Sex and Relationship Education is an educational entitlement of all students and an integral part of each person's development into adulthood.

What is SRE?

The term *sex and relationships education* – SRE – is used in this policy rather than *sex education*. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

According to the latest DfEE guidance SRE 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'

DfEE 'Sex and Relationship Guidance', 2000.

We are committed to the health and safety of all pupils including;

Sexual health

Healthy lifestyles

Staying safe and being safe from maltreatment, neglect, violence and sexual exploitation

Being able to make a positive contribution

Developing self-confidence and the ability to successfully deal with significant life changes and challenges

The policy informed by DfEE SRE Guidelines 2000, aims to:

- ✚ enable young people to respect themselves and others and to move with confidence from childhood through adolescence into adulthood.
- ✚ provide accurate and up to date information on HIV, AIDS and other sexually transmitted diseases.
- ✚ promote the value of family life and caring relationships.
- ✚ understand the significance of marriage and stable relationships as the key building blocks of communities and societies.
- ✚ prepare young people for the responsibilities and experiences of adult life.
- ✚ encourage responsibility in personal decision making

- ✚ promote tolerance, respect and consideration for others
- ✚ develop positive self image
- ✚ provide support and information for students, parents and guardians
- ✚ develop a sense of responsibility to their family, the school and the wider community
- ✚ make pupils aware of the aspects of law which relate to sexual activity
- ✚ Inform pupils as to where they can go for further advice.

Organisation and Delivery

The schools approach to SRE consists of:

1. The taught National Curriculum Science Programme of Study.
2. SRE modules within each Key Stage delivered within a planned PSHE and Science programme.
3. Pastoral support, including the School Nurse, for students who experience difficulties.
4. Provision of appropriate information through leaflets and books in the library and display of posters.

SRE will be planned and delivered in Science, PSHE and RE.

Where appropriate, health care professionals will be involved in the planning and delivery of the programme.

Where time allows, a spiral model of curriculum will be followed. A topic may be revisited over several years in order to meet the needs of students at different levels of maturity.

Under the Education Act (2000), parents/ carers have the right to withdraw their son/daughter from Sex Education, with the exception of the compulsory elements of the Science curriculum.

We believe this is an important part of our pupil's education. If, however, parents do wish to exercise your right of withdrawal, they should contact the Head of Life Skills in the first instance.

Confidentiality

Teachers cannot offer or guarantee pupils unconditional confidentiality. Should issues of a sensitive nature arise, the school, whilst providing maximum support for the students, will aim to involve parents and/or any relevant agency support.

The school will provide opportunities for students to speak to the school nurse who while respecting the confidence of the students, will encourage them to work with their parents in addressing any issues of a personal or sensitive nature.

The school's response to confidentiality is in the first instance, to maintain the safety of the student.

School staff cannot promise absolute confidentiality if approached by a student for help. Staff must make this clear to students. Child protection procedures must be followed when any disclosures about abuse are made.

It is very rare for a student to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement

about whether or not a third party needs to be informed. This judgement will be based upon:

- The seriousness of the situation and the degree of harm that the student may be experiencing.
- The student's age, maturity and competence to make their own decisions.

Where it is clear that a student would benefit from the involvement of a third party, staff should seek the consent of the student to do so. If appropriate, staff might inform the third party together with the student. Unless clearly inappropriate, students will always be encouraged to talk to their parent/carer.

Monitoring and evaluation

The Head of Life Skills, Head of Science and School Nurse are responsible for evaluating the standards of students work and the quality of teaching and learning.

Implementation

This policy is available on the School website. Hard copies are available on request.

Links to other policies:

- Equality Policy.
- Anti- Bullying Policy.
- Child Protection Policy.
- SEN Policy.

Review

This policy will be reviewed 2013.