



**MATTHEW MOSS
HIGH SCHOOL**
Learning for Life

Policy No.: 4

Policy: Sex and Relationship
Education

*Awaiting new legislation guidance
(September 2017)

Policy Name: Sex and Relationship Education

Nominated Lead Member of Staff: Assistant Headteacher (Pastoral)

Review Cycle: 2 Years

Authorisation: Headteacher

Review Date: September 2017 * Awaiting new legislation guidance

Sex and Relationship Education Policy

This policy has been developed in accordance with DfE SRE guidance 2000 (Ref: DfEE 0116/2000) and Rochdale LA guidance for writing an SRE policy 2011.

Statement

The staff and governors of Matthew Moss High School value the individual learner as they grow and develop into adulthood. It is in this respect that the Sex Education and Relationship Policy has been created. Together, Teachers, Learning Mentors, Form Tutors, Heads of Family and the Senior Leadership Team will support learners, parents and external agencies to implement this policy.

The context of SRE in Learning for Life

Matthew Moss High School aims and values underpin the ways in which we ensure a whole school approach to provide an effective taught curriculum for all our learners and a sensitive response to pastoral issues.

We believe that learners have an entitlement to learn about sex and relationships as part of Learning for Life. We acknowledge the vital role of parents and seek to support them through on-going consultation and ensuring that the policy reflects their views.

We aim to meet the needs of all our learners and respond to the range of cultures and sexual diversity.

Our aim is to:

- provide an effective SRE programme which meets the needs of all our learners as they develop sexually
- provide opportunities for all learners to understand themselves within the wider context of physical and emotional changes and to equip them with the skills and understandings to be confident with their own sexuality

The Learning for Life curriculum is proactive and is developed and reviewed yearly to enable staff to understand the needs of learners in different year groups. The school's Anti-Bullying and Child Protection policy will also be referred to in order to create a safe and secure environment for this content to be delivered.

It is in this respect that the content of SRE is developed. Learners will be taught by staff from across the Pastoral Team and it is hoped that this team remain stable throughout the years. Staff will be supported by outside agencies such as the Sexual Health Team in delivering content. Learners appreciate the expertise of these agencies and feel comfortable in discussing topics of a sexual and personal nature. Due to the nature of the Learning for Life day the nature of the teaching groups is fluid depending on the topic being delivered. This allows for different approaches and topics to be discussed. Learners will therefore, be in groups of mixed gender and ages as well as single sex and aged groups.

A safe environment for teaching and learning about Sex Education and Relationships.

Confidentiality

Teachers cannot offer unconditional confidentiality. We believe our learners need to be aware of this and understand the issues involved. It is our aim to support all our learners through effective procedures. A school policy on confidentiality has been discussed and agreed at a staff meeting and learners are aware of its content.

Staff are aware that learners sometimes share information of a confidential nature and understand and value the importance of their role. Staff will treat every confidence in a sensitive way so that the learner feels supported but not gossiped about. However, both learners and staff understand that there are some instances where confidences will have to be shared with others in order to protect and support the learner. For example, if a child makes reference to being involved, or likely to be involved in sexual activity, this will be dealt with through the school's Child Protection Procedures, which are in line with Rochdale Borough Safeguarding Board Procedures.

Learning Environment

It is our aim that learners feel confident and comfortable when asking questions both in class and around school. In most cases, learner's questions will be answered openly and honestly. However, on occasion, learners may ask questions that are not appropriate i.e. questions about a teacher's personal life or of a sensitive nature.

Teachers will develop a supportive climate in their classroom, with clearly defined ways of working and the appropriate language to use. In addition, staff have discussed a range of possible questions and have agreed that some questions may need to be answered on an individual basis and some may require a measured response appropriate to the maturity and level of understanding of the child. In some instances certain questions will require parental involvement.

Homophobic, Sexual or Gender Bullying and Stereotypes.

It is clear in the Anti-Bullying Policy that Matthew Moss High School does not condone any type of bullying, Homophobic, Sexual or Gender bullying included. We acknowledge that not every learner or family will agree or understand the needs of each group of learners but it is our responsibility to ensure that they are able to access the curriculum without fear or prejudice and if necessary action will be taken against those learners who do not allow this as stated in the Anti-Bullying Policy. It may be necessary to invite outside agencies into school to speak to learners on some of these issues. For example; LGYM for a learner who identifies themselves as Homosexual.

Issues of a sensitive nature: Contraception, Homosexuality, Abortion, Forced marriage, Female Genital Mutilation, Radicalisation and Extremism.

Matthew Moss High School is a non-denominational school and will therefore attempt to provide information to learners that is non-biased and based on scientific research and evidence. As a school we treat every learner as an individual and respect their right to choose. If staff feel that a learner is at risk then they will follow the guidelines of the Child Protection Policy. Staff may also refer learners to the Learning Mentors who will work with outside agencies such as the Sexual Health Team and CRISIS.

Outside Speakers and Agencies

Any Agency or speaker invited into Matthew Moss High School will be expected to be tolerant of the school's ethos, culture of teaching and learning and be respectful to the social, emotional and cultural needs of our learners.

The school may request the resources beforehand to ensure they follow the guidelines and aims of this policy.

Legal aspects relating to SRE

The biological elements of SRE, including puberty and reproduction as set out in the National Curriculum Science Order are mandatory for all learners. The material selected for delivering SRE will be appropriate to the age group, religious and cultural background of all learners.

The Sexual Offences Act 2003 aims to clarify what constitutes a crime of a sexual nature against children, young people and adults. The Act does not limit children's entitlement to SRE. Staff who give information or advice with the purpose of protecting a child from pregnancy, STI's, protecting their physical safety or promoting their well-being, will not be guilty of an offence.

The Equality Act 2010 has three main aims. It requires public bodies to have due regard to the need to: Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act

Advance equality of opportunity between people who share a protected characteristics and people who do not share it

Foster good relations between people who share a protected characteristic and people who do not share it

Matthew Moss High School is required to comply with the new Equality Duty.

Other school policies which this policy may be cross-referenced to:-

- Child protection
- Bullying
- Behaviour and Relationships
- Acceptable use of ICT
- Combatting and Preventing Extremism
- Visitors

This policy can also be linked to the Learning for Life programmes, which has been created in consultation with learners.

Parental Right to Withdrawal from SRE.

Prior to the Learning for Life day parents will be informed of the SRE session. If parents wish to withdraw their child from the non-statutory elements of SRE then they must write to the appropriate Head of Family. Parents may be contacted by a member of staff to discuss the exclusion of their child from SRE and to look at the resources used.

Monitoring, Evaluating and Reviewing.

The school will review and assess this policy annually by the Pastoral Manager and the Pastoral Team. They will seek advice from the School Nurse and other agencies that work with young people and sexual health. It will then be discussed by the Learner Council for their input. A copy of the policy will be available on the school website and on request from parents. After the consultation period appropriate changes will be made and then taken to the governors for ratification.

This policy will be promoted through the relevant areas of the National Curriculum, Learning for Life, Family Learning Days, and the work of the Learning Mentors. It will be implemented through the school community.

Linked Policies:

Special Educational Needs

Child Protection

Combating and Preventing Extremism

Anti-Bullying

Visitor

Literacy

Numeracy

ICT Acceptable Use

Marking

Curriculum

Pastoral

