



OPPORTUNITY WITH DIGNITY

Breakspeare School

Sex and Relationships Education Policy

Governors' Resources Committee
27th March 2017

Date of last review: Autumn 2010, Autumn 2006, October 2014, February 2017

Due to review (annually) 2018

Michael Wheeler
Chair of Governors

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Sex and Relationships Education Policy (SRE)

Rationale

'Sex and relationships education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

A comprehensive programme of SRE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.' (PSHE Association, 2014)

At Breakspeare School we believe that Sex and Relationship Education, as part of Personal, Social and Health Education (PSHE), contributes to promoting the spiritual, moral, cultural, mental and physical development of our pupils and that it is a fundamental part of preparing them to take their place as adults in the wider community when they leave our school. We believe that SRE contributes to our students' development of self-confidence, self-esteem and respect for themselves and others.

Personal, Social and Health Education

Sex and relationships education is only one area within the PSHE curriculum. As with other areas, it begins in the Early Years and progresses through the school.

The teacher's rapport and relationship with pupils plays an important role in the area of teaching sex and relationships education. It is the overall aim to prepare pupils for their future within the family including, as appropriate, marriage and childcare, emphasising the caring loving aspect of relationships and encouraging responsible attitudes and behaviour.

This process will be delivered through a structure that addresses and recognises the multi-cultural and religious needs of our pupils but that is available to all pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation or whether they are looked after children. (Equalities Act, 2010)

The Special Nature of Our School

As a school that caters for pupils with severe learning difficulties it is essential that our SRE programme is sensitive to the needs and abilities of individual pupils. Teachers will use their professional judgement to determine what parts of the SRE programmes of study are relevant for each individual student.

We believe that *'...sex and relationships education must be sensitive to the different needs of individual pupils and may need to evolve and adapt over time as the pupil population changes.'* (Equalities Act, 2010)

We also acknowledge that as a special school we have a duty to *'ensure that children with special educational needs and learning difficulties are properly included in sex and relationship education.'* And that, *'Sex and relationship education should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives.'* (SRE Guidance 2000)

We also take into consideration that, *'some parents and carers of children with special educational needs may find it difficult to accept their children's developing sexuality. Some pupils will be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. These children will need help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable.'* (SRE Guidance 2000)

Points of consideration when teaching SRE

- Age and maturity of pupils.
- Ability of pupils.
- Response and reaction to other areas within PHSE.
- Response, reaction and relationships with teacher and other members of the group.
- Level and availability of resources and information and the fact that we may need to create resources on an individual basis in order to deal with a particular issue in a way that can be understood by a specific student.

Parents and Carers

Most of a pupil's informal sex and relationships education occurs within the family and the school's programme will complement and build on this in co-operation with pupils' parents/carers.

We acknowledge the right of parents to withdraw their children from Sex and Relationship Education except where it is part of the National Science Curriculum.

We are committed to work with parents and carer. We will offer support by keeping parents informed of when specific SRE lessons will be taught. We will inform parents of the content of these lessons and offer them the opportunity to view teaching materials (e.g. lesson content, DVDs, worksheets) before teaching takes place in school.

We will listen to the concerns of individual parents and work together with them regarding any aspect of SRE that may be pertinent to them and their child at any particular time. We will provide individual visual support, where appropriate, so that home and school can work together. We will notify parents when particular aspects of SRE will be taught and also inform them of their right to withdraw their children from these lessons.

If a parent requests that their child be removed from SRE the school will provide support by offering education material so that the parent can deliver the part of the programme at home as and when they see fit.

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Aims of SRE

Attitudes and Values

- To develop an awareness of pupils' rights and responsibilities in their relationships with others.
- To increase pupil awareness of making, sustaining and breaking relationships.
- To emphasise the importance of the caring, loving aspect of relationships within the context of sex education.
- To emphasise the importance of modesty, responsible attitudes and appropriate behaviour within relationships.

Personal and Social skills

- To develop an awareness of pupils' own and others gender identity
- To develop an awareness of pupils' own and others sexuality.
- To promote strategies that encourages safe sexual behaviour.
- To develop an identity of appropriate and inappropriate sexual behaviour.

Knowledge and Understanding

- To provide factual information regarding the physical development and changes during puberty in relation to each gender.
- To provide the facts and information relating to reproduction and conception issues.
- To develop an awareness of abuse and exploitation, enabling students to seek help if they feel themselves to be at risk.

Organisation and Planning

The school will provide a programme of sex and relationships education for all pupils to promote a greater understanding and awareness of themselves and their relationships with others. For primary aged pupils the teaching of sex and relationships education will take place within a cross curricular framework. For secondary aged pupils the programme will be delivered in a cross curricular manner and during timetabled PSHE sessions, planned to meet the needs of individual pupils. It is the professional responsibility of teachers to produce detailed course content and methodology appropriate to the age and maturity of the pupils.

Careful consideration is made to the maturity and intellectual development of the pupils with regard to the more explicit explanations that may form part of an SRE lesson. Avoiding confusion and distortion of facts and information is vitally important. The importance of individual rights plays a significant part within this area. Everyone has the right to say 'no' and this point is demonstrated through role-play and discussion.

Curriculum:

The school offers an individualized sex education curriculum. The curriculum is delivered considering the students' cognitive and social-emotional maturity liaising with parents and carers. As a member of staff we endeavour to answer questions as and when they arise, as simply as possible with the relevant information to hand. It is important to encourage responsible attitudes and decision making through role-play, discussion and where applicable teacher direction. Teaching can be delivered in individual or small group sessions. It will be planned by the teacher and implemented by teachers and /or learning support assistants.

Curriculum Content may include;

- Body Awareness
- The differences between males and females
- Puberty – body changes
- Biology- puberty, menstruation, sexuality, sexual urges, masturbation, sex.
- Relationships – friends, families, boyfriends/ girlfriends
- Families – our families, different types of families
- Strangers – People we know and don't know.
- Nature and consequences of discrimination, teasing, bullying and aggressive behaviours
- Making and expressing choices
- Consent – saying no
- Safe and unsafe touches (NSPCC PANTS campaign)
- Public and private
- Links to e-safety – Facebook, other social media, what are appropriate photos/posts
- Asking for help- who to ask or tell

Resources may include-

- *All About Us: Living and Growing Alternative. Primary Sex & Relationship Education Channel 4, 2012*
- *All About Us: Living and Growing. Primary Sex & Relationship Education Channel 4, 2006*
- *All About Us. A manual of lesson plans on growing up and personal and sexual relationships for teachers, parents and carers working with people with learning disabilities.* Family Planning Association, 2012
- Kerr-Edwards L & Scott L, *Talking together ... about sex and relationships. A practical resource for schools and parents working with young people with learning disabilities.* Family Planning Association, 2011
- Longhorn, F. *Sex Education for Very Special People.* 1997
- Seiger, U. *Sexuality and Young People with Learning Difficulties.* 1995
- *You, Your Body and Sex Life* Support Productions 2012
- *Jason's Private World* Life Support Productions 2012
- *Kylie's Private World* Life Support Productions 2012

Recording, reporting and assessing

SRE will be monitored within PSHE and Citizenship. Class teachers assess using P- levels and PIVATS.

Monitoring

Monitoring will be undertaken by class teachers in conjunction with the senior leadership team. It will include curriculum development, classroom observation and liaison with parents.

Linked policies

- Equality Policy
- Child Protection Policy
- SEN policy
- eSafety Policy

References

DFEE (2000) *Sex and Relationship Education Guidance (0116/2000)*

Sex and Relationship Education (SRE) for the 21st Century. PSHE Association. (2014)

Sex and relationships education: support for school governors, PSHE &Citizenship Spotlight Series, National Children's Bureau (2003)

Equalities Act. (2010)