



PensMeadowSchool

Living, Growing, Learning

Sex and Relationships Education Policy

FEBRUARY 2019

NEXT REVIEW DATE: FEBRUARY 2020

Staff Responsible: Headteacher

Description of school:

Pens Meadow School caters for pupils aged 3 – 19 years with severe and profound learning difficulties. A significant number of pupils have an Autistic Spectrum Disorder (ASD) and associated challenging behaviour. Pupils come from a wide catchment area, with a diverse mixture of social, cultural, ethnic and religious backgrounds.

Rationale:

Children with learning difficulties are entitled to receive Sex and Relationships Education:

“There is a need for clear, explicit and repeated teaching about sex and relationships, to avoid confusion ... They may be more open to exploitation than other pupils (and may need additional teaching to help them understand acceptable parameters and behaviours) ... Above all they need the knowledge, skills and understanding to make informed, positive decisions about their own relationships and lives, and about their own safety.”

Personal, Social and Health Education and Citizenship (p6) QCA 2001

‘The objective of sex and relationships education is to help and support young people through their physical, emotional and moral development.’

Sex and Relationships Guidance July 2000

Aims:

- To clarify the content and manner in which sex and relationships education is delivered to pupils at Pens Meadow School.
- To enable pupils to make informed choices, by imparting knowledge appropriate to their level of understanding, maturity and needs.
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Statutory Requirements:

SRE is currently not compulsory in primary schools. However, primary schools are required to teach the elements of sex education contained in the science curriculum.

At Pens Meadow we teach SRE as set out in this policy

Moral and Values Framework:

The Sex and Relationships Education and PSHCE programmes will reflect the school ethos and encourage the following values:

- self – respect
- respect for others
- taking responsibility for their own actions
- understanding their role within the school, their family and the wider community
- the promotion of equality
- law and health issues relating to sex, sexuality and sexual health
- diversity and anti – discriminatory practice

Confidentiality will be respected. Information will be shared on a ‘need to know’ basis.

Definition

SRE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

SRE involves a combination of sharing information, and exploring issues and values.

SRE is not about the promotion of sexual activity.

Equal Opportunities:

All pupils have an entitlement to Sex and Relationships Education that is relevant, supports learning about different faiths and cultures, and is underpinned by values promoting equality and respect.

Governors recognise their statutory obligation to provide a programme of Sex and Relationships Education.

All pupils will have access to lessons delivered with regard to pupils’ level of understanding, ethnicity, maturity and need.

Monitoring and Review:

The policy for Sex and Relationships Education will be reviewed, in accordance with the School Policy Review Cycle, by the headteacher (in consultation with staff) and the Governing body.

The teaching of Sex and Relationships Education (SRE) will be monitored by the school leadership team.

Teaching and Learning will be evaluated through individual programmes and lesson planning sheets by class teachers.

Delivery:

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.

Curriculum:

The Sex and Relationships Education programme aims to give pupils the opportunity to understand their own development, attitudes and feelings, and to learn about human relationships.

This will be delivered within the context available and appropriate Schemes of Work. In accordance with statutory requirements, secondary – age pupils will be made aware of HIV, AIDS and other sexually transmitted diseases.

Pens Meadow School a modular approach for the cross – curricular development of PSHCE. These encompass the programmes of study at each Key Stage. There is a different focus each term, as part of a topic cycle. Sex and Relationships Education is included in these modules.

Parents have the right to withdraw their child from Sex Education lessons, except where it is part of the Science Curriculum.

The curriculum will be delivered with sensitivity, taking into account individual pupil need and maturity, and with due regard to moral and religious considerations and the value of family life.

In addition there will be on-going sex and relationship education, related to specific pupil need, and delivered within an appropriate context. At Post 16 staff deliver a programme devised by Brook Advisory Service, adapted to meet the needs of each groups of students.

Teaching and Learning:

Pupils will be taught in a variety of situations, including whole class, small group, single sex and individual sessions. This will usually be delivered by the pupils' class teacher / teaching assistants. The school health adviser can also support delivery.

Teaching will reflect the subject matter, and the individual needs of the pupil.

Advantage will also be taken of informal, impromptu situations.

At Key Stage 1 / 2 Sex and Relationships Education will be delivered through individual programmes, focusing on the development of independence skills and hygiene routines. There will also be opportunities within the specific term focus.

At Key Stage 3 Sex and Relationships Education will focus on the pupils' awareness of the physical changes to their bodies. Sex and Relationships Education will continue to be delivered in a cross-curricular way, in addition to specified time-tabled PSHE lessons.

At Key Stage 4 / 5 Sex and Relationships Education will be delivered in a cross-curricular modular format, and as part of the cycle of accredited modules. This is in conjunction with the Brook Advisory Service ten week programme.

Working with Parents and Carers:

Pens Meadow School will endeavour to create a safe framework in which parents, carers and members of the wider community:

- understand more about Sex and Relationships Education
- are able to discuss their views and beliefs
- feel involved with the process of developing SRE
- can seek advice on supporting their child

It is recognised that some parents and carers of children with learning difficulties, may find it hard to come to terms with the idea that their child may, one day, become sexually active.

Parents and carers will be informed, by letter, when Sex and Relationships Education will be specifically taught.

Parents have the right to withdraw their child from specific sex education lessons, where it is not part of the science curriculum.

This right of withdrawal will not affect spontaneous discussion, or the honest answering of questions that occur naturally in other curriculum areas.

Parents and carers will have the opportunity to discuss any concerns, have copies of relevant documentation (e.g. policies and programmes of study) and examine resources.

Consideration will be given to any cultural or religious beliefs parents would like to be respected.