



Sex and Relationship Education Policy

Date of last review:	2017	Review period:	2 Years
Date of next review:	2019	Written by:	SLT
Type of policy:	Statutory	Committee:	Curriculum & Standards
Signature:			

Introduction

The DfEE Guidance 7/2000(DfEE 0116/2000) places a statutory responsibility on the Governors to prepare and make available a school policy statement on Sex and Relationship Education (SRE). The document specifically refers to Special Schools in this respect. It points out that, 'children with special educational needs and learning difficulties' (pg 12) are properly included in Sex and Relationship Education. SRE should help all pupils to understand their physical and emotional development and enable them to make positive decisions. It acknowledges that children with learning difficulties may need more help in understanding what is socially accepted behaviour, and their need to be warned and prepared against unacceptable behaviour by adults in this area. Reference is also made to the difficulties some parents may experience in coming to terms with their children's developing sexuality.

This subject could be a particularly difficult one to teach given the wide age range, variety of physical and learning abilities of the children and young people at Wyre Forest School. The level of maturity of the class group concerned and the particular situation of each individual must be considered.

We advocate a sensitive, tactful and informal approach to the teaching of SRE at Wyre Forest School. We recognise that engagement with parents is essential to make them aware of the aims, content and organisation of the subject.

The guidance states that parents are key people in teaching their children about sexual relationships and growing up. Parents may withdraw their children from lessons on sex education other than those elements which are included in the statutory National Curriculum. The sex education at school aims to support parents in helping their children to prepare for the responsibilities which sexual maturity brings. Parents are asked to contact the class teacher if there are any matters of particular concern to them.

Definition of Sex and Relationship Education (SRE)

'It is lifelong learning about physical, moral, 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 – this would be inappropriate teaching.'

(Sex and Relationship Education Guidance DfEE 2000, pg. 5)

Aims

1. To develop and increase a pupil's self-esteem;
2. To enable pupils to realise that everyone is in charge of, and responsible for, their own body;
3. To support pupils through their physical, emotional and moral development;

4. To enable pupils to have some appreciation of the importance of values, individual conscience and moral considerations;
5. To provide knowledge and understanding about loving relationships, human reproduction, sexual health, emotions and relationships;
6. To enable pupils to appreciate the value of family life, marriage and stable and loving relationships for the nurture of children;
7. To work with pupils to help them to learn about sexual health, making appropriate sexual choices and the avoidance of an unplanned pregnancy;
8. To help pupils learn how to recognise and avoid exploitation or abuse.
9. To ensure staff responsible for delivering the SRE curriculum have an up-to-date awareness and knowledge of pertinent issues, such as on-line safety, child sexual exploitation, female genital mutilation, sexting, forced marriage, as referred to in the (WFS Safeguarding Policy).

Content

SRE is delivered through National Curriculum Science and our Wyre Forest School Personal Development Curriculum. The curriculum ensures statutory guidelines are adhered to and that continuity and progression throughout the phases is maintained. This curriculum links SRE to other key areas of personal development for our pupils including: RE, PSHE, on-line safety, mental health and social communication.

A phased introduction of this subject is followed at Wyre Forest School, although not necessarily at the age designated.

Parents are informed in advance, by the class teacher, when SRE lessons are taking place.

Posters are displayed, around the school, directing both pupils, parents and staff to the Safeguarding Team and a range of supportive organisations, should the need arise.

Organisation

Class teachers in the Early Years, Lower School and Middle School have responsibility for delivering aspects of SRE appropriate to the age and understanding of their pupils, as noted in Appendix A. In the Upper School, aspects are delivered through both the Science and Personal Development Curriculum. The requirements delivered through National Curriculum Science are noted in Appendix B. Where there is overlap in themes between SRE and other subjects, such as science and Information Technology i.e. on-line safety, staff will pay clear adherence to all relevant policies, including Safe Guarding and On-Line Safety.

Where relevant pupils receive additional input from external agencies, such as West Mercia Women's aid, West Mercia Rape & sexual Abuse Support Centre and local health providers.

Monitoring

The monitoring and evaluation of the SRE programme is achieved through sampling of lesson plans, observations of lessons and obtaining feedback from teachers and pupils. This process will identify any required changes to the programme and also any staff induction or continuing professional development.

Parents/Carers

The Department for Education (DfE) recognises the key role of parents and carers in talking to their children about SRE guidance. Parents/carers have the right to withdraw their children from all or part of SRE provided at the school, apart from those parts included in the National Curriculum.

Before a series of SRE lessons begins, Wyre Forest Schools sends a letter home to parents/carers informing them of their right to withdraw a child. This letter will outline the content of the SRE to be taught, and invite parents/carers to view any resources that will be used, if they wish.

Parents/carers who opt to withdraw their child from the Wyre Forest School SRE lessons will be invited to discuss any concerns with the SRE coordinator, and offered support to help them discuss the SRE content with their child themselves if they wish. Any complaints about the content or delivery of SRE should be submitted via the school's complaints procedure.

Parents receive regular updates through the school newsletter and website regarding training and information to enhance their own understanding in this area, for example PREVENT, on-line safety, etc.

Equal Opportunities

SRE is an entitlement to all pupils, regardless of race, religion, gender or ability. The SRE programme at Wyre Forest School is differentiated to meet the age and emotional development of each pupil. SRE may include discussion of issues relating to sexual preference, in order to discourage prejudice.

Confidentiality

Teachers will ensure that ground rules are agreed within SRE lessons to ensure a safe environment for group discussion. Information given, and views expressed by pupils, should be treated in confidence wherever possible. It is recognised that SRE may, through use of visual resources/discussion of appropriate and inappropriate behaviour, lead to disclosure of a safeguarding issue. In such instances the staff member will inform a member of the Safeguarding team, in accordance with Wyre Forest School's Safeguarding Policy and Guidelines. A member of staff must not promise confidentiality to a pupil if safeguarding concerns exist.

Staff Training

All staff receive safeguarding training, delivered face to face or through the Virtual College online resource.

The School Nurse will support SRE delivery and outside agencies may also provide additional lessons as required. Relevant courses are attended by teaching staff in different key stages.

Review of Policy

The content in which the policy operates and/or the area of the curriculum to which it applies, demand that the policy is reviewed at intervals of not more than two years.

Resources

Policy on Sex and Relationships Education	www.gov.uk
Sex and Relationship Education Guidance	DfEE (2000)
National Childrens' Bureau Sex and Relationships Education for Children and Young People with Learning Difficulties	www.ncb.org.uk

Appendix A

Sex and Relationships Education at Wyre Forest School

The issues that would usually be covered in Sex and Relationships Education are listed below. Because of the special educational needs of pupils at Wyre Forest School, it may not be considered appropriate for any or all of these topics to be delivered to all pupils, as many pupils will not have a level of understanding or emotional maturity to cope with the issues. Staff would endeavour to cover as much of the statutory requirements as appropriate. The need to build knowledge would be identified on an individual basis through conversations with or between pupils, conversations with parents or carers and school staff noticing particular behaviours for individual pupils which may indicate a need to develop that pupil's knowledge, in regard to a specific issue.

Delivery of information may be to whole groups, small groups or on an individual basis. Work will be adapted to the understanding of the pupils, with appropriate language used. Delivery may be through discussion, DVDs, worksheets or social stories, for example.

- How would I show how my body works?
- What words/signs/symbols can I use to show how I feel?
- How am I growing and changing?
- What do I need to keep myself clean and healthy?
- What do others do to keep me clean and healthy?
- Who are my friends?
- Why are they unique to me?
- What choices do I make on my own (without my friends telling me what to do)?
- What things are similar/different between myself and other children?
- How do I know I am unique and treat others and myself as unique?
- What makes me feel good about myself?
- What is a friend? Why is s/he a friend?
- What problems do I have with my friends? (or Do I change my friends? Why?)
- What is the difference between a good and a bad secret?
- Who do I tell if I am worried or scared?
- How do I tell if I am worried or scared?
- How is my body developing?
- Do I know about how my body will change as I become a teenage and adult?
- Do I know and understand about the changes which happen to girls' and boys' bodies as they become teenagers and adults?
- Do I know about periods, masturbation and wet dreams?
- Do I know how to cope with periods, etc?
- What sort of behaviour is OK?
- What is sex?
- What does behaving in a sexual way mean?
- What does it mean to be responsible?
- How would I behave in different situations?
- Why is it important in a sexual relationship to think about the other person's feelings as well as my own?

- How can I say 'no' to touches I don't like and being asked to do things I don't like?
- Do I know about how babies: a) start/'are conceived' b) develop in the uterus c) are born?
- What happens to an egg and sperm in pregnancy?
- What happens to a woman in pregnancy?
- How should a woman look after herself and the baby when she is pregnant? Why is this important?
- What are the stages of pregnancy?
- What happens when a baby is born? What do I know about preventing/stopping a baby being conceived/started when a boy and girl have sex?
- What are contraceptives?
- What sorts of contraception are there?
- Where can I get advice about, get hold of, contraceptives?
- What part does the father play in pregnancy and why is he important?
- What happens when a baby is born?
- Which people can help the pregnant mother and new baby?
- What is a stable relationship?
- What do babies and young people need from their families?
- What is a sexually transmitted disease?
- Who can I go to for advice about preventing STI's?
- Where can get advice from other agencies and professionals?

Appendix B

SRE Links in Science Programmes of Study Key Stage 1 to 4

KS/Year	Statutory requirements	Notes and guidance
KS1 Year 1	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.
KS1 Year 2	Notice that animals, including humans, have offspring which grow into adults	<p>Pupils should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.</p> <p>The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.</p>
KS2 Year 5	Describe the changes as humans develop to old age	<p>Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.</p> <p>Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.</p>
KS3	<p>Reproduction</p> <p>Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta.</p>	

KS4	Health, disease and the development of medicines Communicable diseases including sexually transmitted infections in humans (including HIV/AIDs). Coordination and control Hormones in human reproduction, hormonal and non-hormonal methods of contraception.
------------	--