

PRIESTLEY SMITH SCHOOL

SEX AND RELATIONSHIP EDUCATION POLICY

This policy was developed in response to Sex and Relationship Education Guidance DfES 2000, the National Teenage Pregnancy Strategy and National Healthy Schools Programme.

CONTEXT

“All schools must have an up to date SRE policy which is made available for inspection and to parents. The policy must:

- Define sex and relationship education;
- Describe how sex and relationship education is provided and who is responsible for providing it;
- Say how sex and relationship education is monitored and evaluated;
- Include information about parents’ right to withdraw ; and
- Be reviewed regularly.”

Sex and Relationship Education Guidance (DfEE 0116/2000)

BACKGROUND INFORMATION

Pupils range in age from 2 to 19 years, and come from Birmingham, Dudley, Sandwell, Solihull, Warwickshire and Walsall. Most live with their natural parent(s), some are with long-term foster carers, and some have regular respite care in Social Services homes or with families.

All of the pupils have severe visual impairments: approximately 45% are registered blind and 80% have additional sensory, physical, learning and/or emotional/behavioural difficulties.

A very wide range of ability exists; most pupils are following a mainstream curriculum at age appropriate levels but others follow a modified curriculum matched to understanding rather than chronological age.

Pupils come from a wide variety of social backgrounds - from working and unemployed families to 2 parent/carers and single parent/carer families.

Several of the parents have visual and/or other medical problems themselves. In several families there are other siblings with the same visual impairment and/or other health/educational difficulties.

Ethnic backgrounds include White British, British Indian, British Pakistani, Other Asian, Chinese, Afro Caribbean, and mixed race. Consequently the religious

groups are also diverse. They include Christian (C of E, Catholic, non-conformist), Muslim, Hindu, Sikh etc.

SEX AND RELATIONSHIP EDUCATION AND THE SCHOOL ETHOS

SRE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. It is about the teaching of sex, sexuality and sexual health. Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age.

The Governing Body believe that learning about their own physical sexual development, together with an awareness of their relationships with others, can greatly enhance the pupils' ability to lead their lives competently and with fulfilment. A good sex education programme can also enhance self-esteem and self-confidence.

Our Behaviour Policy encourages pupils to take increasing responsibility for their actions and their learning.

We value all staff and pupils as individuals worthy of respect and dignity.

The consultation process has been developed for the whole school policy and therefore has been drawn up by staff from both departments and involving input from School Council, parents and governors.

AIMS

Priestley Smith School is committed to the delivery of sex and relationship education as part of a comprehensive Personal, Social and Health Education programme.

National and LA guidance will inform the content of the Sex and Relationship Education element of the programme.

The aims of the Sex and Relationship Education programme are:

- to provide knowledge and information to which all pupils are entitled;
- to clarify/reinforce knowledge pupils already have;
- to help pupils understand their sexual feelings and behaviour;
- to develop skills (language, decision-making, assertiveness) which are necessary in a range of situations;
- to give practice of strategies which reduce the risk of exploitation, misunderstanding or abuse;
- to promote acceptable, appropriate behaviour in public and private situations;

- to raise pupils' self-esteem and confidence, especially in their relationships with others and to enable students to be active members of society;
- to support pupils' access to information and facilities;
- to develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- to enable students to understand the consequences of their actions and to behave responsibly within sexual and pastoral relationships;
- to communicate effectively by developing appropriate terminology for sex and relationship issues;
- to develop student awareness of their sexuality and understanding of human sexuality;
- to challenge sexism and prejudice, and promote equality and diversity;
- to enable students to understand the arguments for delaying sexual activity;
- to enable students to understand the reasons for having protected sex;
- to ensure students have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV;
- to be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary;
- to know how the law applies to sexual relationships.

CONTENT

Sex and Relationship Education provides knowledge, and encourages the acquisition of skills and attitudes which will allow pupils to manage their lives in a healthy and responsible way. Structured, developmental programmes of study outline the learning objectives, learning outcomes, activities and resources across all age ranges. Aspects will overlap with other components of the total Health Education Programme and with topics in other National Curriculum areas.

ORGANISATION

A basic programme of sex education and personal development is part of every child's entitlement, planned according to individual and group needs. Although the programme of study is designed on a chronological basis it is actually based on individual needs and is delivered according to pupil understanding rather than chronological age.

More expert or specialist teachers support tutors who are uncomfortable with teaching certain aspects of the curriculum. Support is offered to help with planning or delivery of lessons if required.

DELIVERY

Some aspects of Sex and Relationship Education will be taught within the Science National Curriculum, some in PSHE lessons and others via a cross

curricular approach.

EQUAL OPPORTUNITIES

Most of the lessons take place in curriculum groups or class/tutor groups. However, there will be times when gender groups work alone, others when pupils will be grouped according to their development and maturity, and others when an individual requires specific information. We intend our policy to be sensitive to the needs of different ethnic groups.

TEACHING APPROACHES AND SPECIAL NEEDS

Teaching sex education to pupils with severe visual impairments and/or slower cognitive responses means that work may need to be made more explicit than in other types of school.

The correct words for body parts and functions will be used (acknowledging that families use their own terms) and clear, unambiguous pictures/tactile diagrams and anatomically correct 3-D models will be presented. In this way the school will strive to meet the pupils' special educational needs.

LEARNING EXPERIENCES

Pupils will be given opportunities to learn about the subject through a variety of different media. Examples range from information through video material, reference books, direct teaching, role play, educational visits, Internet and discussion.

ASSESSMENT

Assessment is carried out at the end of every module and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills and attitudes.

HOMEWORK

This will be given to pupils as is appropriate and in line with Priestley Smith Homework Policies.

RESOURCES

A variety of materials is available for staff to use as source materials. Worksheets, diagrams, videos and models are in school or can be borrowed from the Health Education Unit. The list of resources is updated annually.

STAFF

Teachers will not be expected to undertake specific sex and relationship

education without the support of colleagues. Attendance at training courses will be available for teachers who request it. A teacher who has strong reservations about sex and relationship education, or particular aspects of it, will not be required to deliver that part of the programme. Although overall responsibility rests with the teaching staff, non-teaching staff may be involved in planning and will take part in classroom work. They also have a major part to play in the training and supervision of pupils' personal hygiene. The School Nurse, School Medical Officer and other agencies and personnel may take part in delivering certain aspects.

PARTNERSHIP WITH PARENTS

Close contact with parents/carers through informal visits, Parents' Group, Home-School diaries, telephone calls and Parents' Evenings helps to develop a partnership and trust between school and home. An understanding of parents' personal and cultural values and/or their religious beliefs should enable the school staff to provide an appropriate sex education programme for all pupils. Pupils can be withdrawn by their parents from the part of sex education that is outside the compulsory elements of sex education contained in the Science National Curriculum. However it is the Governors' belief that all pupils will benefit from following the programme, for the reasons given in the AIMS. Thus we would strongly encourage all parents to allow their child to take part in the school's Sex and Relationship programme and to contact the Class Teacher, Year Tutor or Headteacher to discuss any concerns, prior to any request to withdraw their child. Once a child has been withdrawn they cannot take part in sex and relationship education until the request for withdrawal has been removed. Parents will be asked to liaise with school concerning what will be substituted in their child's timetable.

On entry to the school all parents/carers are asked to consent to their child participating in Sex and Relationship Education. They are informed of their right to withdraw their child. Throughout all key stages parents/carers are also informed of specific modules of work prior to these being delivered e.g. body changes, contraception etc.

COMPLAINTS PROCEDURE

Any complaints about the sex and relationship education curriculum should be made to the Head, who will report to the Governors' Curriculum Group.

CONFIDENTIALITY

As a general rule a child's confidentiality will be maintained by the teacher or member of staff concerned.

However pupils will be made aware that some information cannot be kept confidential, and that if disclosures are made, certain actions will ensue. The

pupil will be offered sensitive and appropriate support.

The following procedures will be adhered to by all adults:

- a) Disclosure or suspicion of possible abuse -
The School's Child Protection Procedures will be invoked.
- b) Disclosure of pregnancy or request for advice on contraception -
Pupils will always be encouraged to talk to their parent(s) first. The pupil will be asked if she/he can tell her/his parent(s) and if she/he requires help in doing so. If this takes place, subsequent responsibility lies with the parent(s).
If the pupil refuses to tell her/his parent(s), the adult should report the incident to the Head of department and headteacher who will refer the pupil to a health professional, and consult with that professional about informing the pupil's parent(s).

ANSWERING DIFFICULT QUESTIONS

Occasionally a child will ask an explicit or difficult question in a group discussion. This school believes that staff must use their skill and discretion in these situations. The question does not have to be answered immediately; it might be more appropriate to speak to the individual later, or to defer answering until further advice has been obtained.

SENSITIVE ISSUES

As part of the sex education programme in Priestley Smith School issues such as contraception, abortion, HIV/AIDS, sexually transmitted diseases, sexual preferences and sexuality will be addressed. Facts will be presented in an objective and balanced way. Pupils will be made aware of the difference between fact and opinion.

MONITORING AND EVALUATION

It is the responsibility of the Leadership Team to monitor and evaluate the delivery of SRE within the school.

The Governors' Curriculum Committee is responsible for overseeing, reviewing and organising the revision of the Sex and Relationship Education Policy.

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's sex and relationship education policy, staff development, training and delivery.

Headteacher signature: _____

Governor signature: _____

Pupil Representative signature(s): _____

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