



# **Relationships and Sex Education** **Policy**

Agreed by Governors on: 06/05/16 (Teaching & Learning Committee)

Signed by Chair of Teaching & Learning Committee: Peter Sumpter

A handwritten signature in black ink, appearing to read "P. Sumpter", is written over a horizontal dotted line.

Statutory policy Yes

Frequency of review period; 4 Years

Document History

Date	Description
28/11/2011	Agreed by Governors
06/05/2016	Agreed by Governors
01/05/2020	Review due

## Section 1: Context of our SRE Policy

### **a) Development and dissemination process**

This policy covers our school's approach to sex and relationships education (SRE).

This policy was formulated by the SRE/PSD co-ordinator in consultation with the Head Teacher the School Nurse and the School Governors. The policy was informed by consultation discussions with the school council. The teaching of SRE at Delius Special School follows the4 statutory guidance for "Keeping children safe in education" (July 2015).

The policy will be communicated to all staff and governors and any relevant partner agencies such as the school nurse. A summary of the policy including an overview of the SRE scheme of work will be made available to parents on the school website and an accessible hard copy will be sent home to parents. Copies of the policy can be translated if requested by parents.

### **b) The relationship to other schools policies**

Please use this policy in conjunction with sections of the following relevant policies:

PSHE policy  
Science policy  
Child protection and safeguarding policy  
E safety policy  
SEN policy  
Use of outside visitors in school policy Anti-bullying policy  
Confidentiality policy  
Visitor policy

### **c) Our shared beliefs about SRE**

The delivery of SRE is essential to meet the duties set out by the National Curriculum Framework: *'every state funded school must offer a curriculum which is balanced and broadly based and which: promotes the spiritual, moral, cultural, mental and physical development of pupils at school and of society'* and *'prepares pupils at the school for the opportunities, responsibilities and experiences of later life'* (DfEE 2014)

#### In our school we believe that:

SRE is about: promoting positive relationships, safe and appropriate behaviour, self-esteem, health and hygiene and learning about ourselves including emotions and physical changes and human reproduction.

SRE is about lifelong learning to help children to grow into adults who can make informed choices to allow them to make safe, positive and healthy relationships with themselves and others.

All children have an entitlement to good quality sex and relationship education which takes into account difference and diversity.

SRE is most effective when provided as part of a wider context of spiritual, moral, social and cultural (SMSC) development and strongly linked to personal, social and health education PSHE in a whole school context.

That SRE should be delivered in **co-operation** between parents, carers, healthcare professionals and teachers in both home, in the community and school settings.

#### **d) Entitlements**

**Children** are entitled to:

- Information that is appropriate and up-to date and delivered in an accessible way to suit the children's specific educational, emotional and physical individual needs.
- A flexible, well-planned SRE program which meets the children's changing needs over time.
- High quality resources suited to the needs of the children.
- A safe space where they can share their views and ideas in a respectful and non-judgemental environment.
- Be informed that issues of confidentiality and how it affects them.

**Adults working with children** are entitled to:

- Access to Information which is accurate and up-to-date
- High quality and relevant resources
- Clear guidance on the expectations and responsibility of all adults in relation to the planning and teaching of SRE.
- Professional guidance and support
- Opportunities to share good practice
- Be informed that issues of confidentiality and procedures to be followed

Relevant documents including government guidance and strategies are available on the school network. Resources for SRE are regularly updated and staff are consulted about resources that they require. Staff receive regular training on SRE, and have access to the SRE/PSD/Science leaders for advice and support. Staff have time to share ideas and problem solve to continuously improve our delivery of SRE education.

All staff are aware of confidentiality procedures and safeguarding procedures through frequent Child Protection Training.

**Parents, carers and other adults in the community** are entitled to:

- Information about schools sex and relationships education policy practice including how and when SRE is taught
- Understanding the rights and responsibility in relation to SRE policy and curriculum
- Be informed that issues of confidentiality and how it affects them and their children
- Have their views and ideas and questions received in a respectful, non-judgemental manner

## **Section 2: Our SRE policy**

### **a) *Aims and objectives of Sex and Relationship Education Policy***

Through teaching SRE we aim to promote and encourage the following values:

- To be prepared for puberty and the emotional and physical changes which come with it
- Develop an understanding of reproduction and sexual development
- Develop loving, caring relationships based on mutual respect

- Preparing children for future relationships that are stable and positive which may be of an intimate nature
- Recognise and avoid exploitative relationships
- Understand appropriate behaviour to keep themselves and others safe and healthy in the community and wider world

***b) How we assess this learning***

***c) Management of SRE***

- The SRE coordinator will oversee the coordination and support teachers in the implementation of SRE across the school in consultation with the PSHE and science coordinator. They will seek advice from the school nurse and the DAP group for SRE and liaise with other staff involved. They are also responsible for reviewing and evaluating SRE at our school and reporting back to the Head Teacher with their findings.
- Teachers will be responsible for planning, delivering and assessing SRE in their class with the support of the PSHE co-ordinator.
- The Governors will hold responsibility for the SRE policy and will be assisted in moderating its implementation by the PSHE co-ordinator and the Head Teacher.

***d) Curriculum Overview***

Sex and relationships education (SRE) is referred to as Relationships and Sex Education (RSE) at our school to be in line with the rest of the schools in the Bradford district. The Delius long term curriculum for Relationships and Sex Education (RSE) has been compiled from the National Curriculum for Science Key Stage 1 and 2 (2015) and from the PSHE Association for Key Stage 1 and 2 suggested curriculum (2014). The topic 'public and private' has been adapted and added from Ur Choice Plus (Bradford 2013) which is a relationships and sex education resource for young people with learning disabilities. The text highlighted in yellow refers to the National Curriculum content for science and the information in green is non-statutory guidance. The curriculum grid provides the suggested topics for each year. Depending on the ability of the children, teachers may want to teach suggested topics which have been taught in previous years or they may want to develop thank you classes across the whole school and the children's maturity level teachers should take a flexible approach when planning and teaching SRE and should revisit content from previous years if the child is still working at that level as well as covering any statutory requirements for their own year. It has been decided that because of the specific nature of individual children and classes, each class teacher is responsible for planning SRE, with the support of the PSHE co-ordinator, for their own class instead of following a specific scheme of work. They are, however, to follow the schools' long-term SRE curriculum to ensure that the children are developing their skills and knowledge and are exposed to a broad curriculum.

The main themes are:

- Looking after myself
- My body
- Growing and Changing
- Relationships

## Section 3: Delivering SRE

### **a) How is the curriculum going to be delivered?**

SRE will be taught in a variety of ways. It is interwoven into pupils' daily activities, for example personal hygiene routines, developing relations with others.

SRE will also be focused on during PSD lessons, where the topics are closely related to the PSD curriculum plan and can be linked in to those lessons.

In KS2, there is a need to discuss and support pupils with the physical and emotional changes that their bodies are already or will soon be experiencing eg menstruation and puberty. Focus groups of boys and girl will be set up to talk about these changes and help pupils understand the changes, often in separate gender groups. The nursing team may be involved to lead and support with these groups. Pupils from different classes will mix to form these groups.

Although teachers will take a lead in planning and delivering SRE, because of the medical, hygiene, physical and academic needs of our children, we regard it as a shared responsibility of all adults working in the school to support children in their progression of knowledge and understanding in PSHE and respond appropriately to the child's needs or any requests for information.

Learning should be embedded in practical situations inside and outside the classroom. The teaching of SRE should be an ongoing whole school cross curricular approach linked with other subjects such as PSHE, Science, PE and RE. It should be taught throughout the school day for example, children should learn about 'public and private' when changing for swimming or during school visits or 'hygiene' when in the toilet or hygiene area.

### **b) What resources will be used?**

Lessons should include the key SRE Makaton signs and symbols, to support the children's learning and communication.

Teachers will be responsible for selecting resources suitable for the needs and level of the children in the class. When selecting resources teachers must consider:

- the suitability of age, maturity, cognitive and physical ability of the children
- whether they are accurate and up-to-date
- that they do not show unfair biases e.g. towards a commercial product
- that they avoid racial, gender and sexual stereotyping
- that they relate to the aims and objectives of this policy and the SRE curriculum
- their appeal adults and children
- that they are inclusive and represent a broad range of society including different faiths, cultures (Dfe Nov 2014) and special educational needs.

### **c) How will potentially sensitive and controversial issues be handled?**

Due to the sensitive nature of SRE and to protect children's privacy distancing techniques will be employed so that issues will be able to be discussed without disclosing personal experience. Examples of these techniques may include puppets, case studies, role-play, videos, dolls, story books. Adults will also refrain from discussing personal experiences and will not promote one particular lifestyle over another.

We are aware that children may disclose information at any time to any member staff therefore all staff are responsible to be familiar with the Child Protection policy and the Confidentiality policy. Where the child is not at risk but the disclosure is inappropriate for the rest of the children in the class (particularly in mixed aged classes) it may be necessary to support the child in a one-to-one context in discrete and sensitive manner which may lead to extra lessons targeted at supporting that child or a group of children with similar issues.

- Absolute confidentiality is unable to be offered by staff. Children however, will be told if information is to be shared.
- If a child is expected to be at risk adults must report this to a named person (as highlighted on the wall of each room) and follow child protection policy.
- As there are multiple members of staff in each classroom it is important that there is good communication between the staff as seemingly innocent disclosures could build up to a bigger picture indicating the child need support or is this at risk.

**d) When is SRE going to be taught?**

SRE is to be taught as soon as the children start school, from foundation stage, “*because the basis of SRE is learning about relationships with families and friends, and developing life skills such as decision-making and assertiveness. Children need to learn and practice the skills from a very early age*” (sex education Forum 2004). For an overview of what is being taught in each year and key stage see our SRE curriculum (see appendix).

**e) When is puberty going to be taught?**

We will teach about puberty in years 5 and 6 in line with our SRE curriculum. Children will be prepared for learning about puberty before years 5 and 6 through the topics of ‘My body’ and ‘Growing and Changing’ and through ‘Public and Private’ as part of ‘Looking after myself’. As a school we are going to use the correct words for genitalia e.g. penis and vagina from the Foundation Stage onwards as a matter of safeguarding however, we will not specifically focus on teaching children about genitalia until years 5 and 6.

**f) When is menstruation going to be taught?**

We recognise the important of preparing girls for menstruation to reduce any potential anxiety. We teach about menstruation specifically in year 5 and 6 but it may be necessary for some girls to be taught about menstruation earlier than year 5 and 6 if it is believed that they may start their period before this time. Good communication should be maintained between teachers, support staff, parents and school nurses so that children who were showing early signs of puberty are identified. Following the advice of the school nurse, who is experienced in working with children with SEN on menstruation, it is important to continue education on menstruation after the child their initial period so that they are continually prepared. Staff need to be aware that some of the girls in our school will start their periods early or have irregular periods due to medication or medical conditions.

Sensitive provision will be arranged for girls who have started menstruating. Sanitary bins will be provided in toilet and hygiene areas and there will be provision of ‘emergency’ sanitary protection. In some cases the school nurse may be able to provide painkillers under an arrangement with the parents. Support will also be available for parents from the SRE coordinator and the parental involvement office and the school nurse and in certain cases social stories symbols may be produced for parents to use at home with their children.

### **g) Parental Involvement and opting out of SRE lessons**

The SRE coordinator will hold an annual meeting with parents to explain the meaning of SRE and how we endeavour to teach it and support our pupils' development through it. Parents will have opportunity to ask questions, raise concerns and share ideas.

Parents have the right to withdraw the children SRE under the education act of 1996 but not to withdraw them from the Science curriculum which is statutory (see appendix). Any parents wishing to withdraw their child from the SRE curriculum will need to talk to the Head Teacher and make it clear which aspects of the SRE curriculum they wish their child to withdraw from.

### **h) Working with external contributors ie school nurses**

See the school's Visitor policy. Visitors can enhance, but not replace, the provision provided by the adults, who know pupils well and aware of their needs, in our school. Staff need to be aware that visitors may be experts in SRE but not in delivering SRE to children with learning disabilities and therefore for effective SRE teaching teachers need to work in collaboration with visitors.

The school nurses can support the PSHE coordinator and teachers in the provision of SRE but are not responsible for the delivery. They can however provide extra support for parents.

### **i) Local and national strategies and guidance**

SRE is part of the wider context of promoting spiritual, moral, social and cultural development for young people. Therefore our SRE policy covers priorities from a range of local and national guidance and strategies listed below:

- Sex and relationships education (SRE) for the 21st century supplementary advice to the sex and relationship education guidance DfE (0116/2000)
- Sex and relationships education for children and young people with learning difficulties (National Children's Bureau for the Sex Education Forum May 2004)
- Ur choice plus relationships and sex education for people with learning disabilities
- PSHE education programme of study (PSHE Association, September 2014)
- Science curriculum Statutory Guidance National curriculum in England: science programmes of study (DfE updated sixth of May 2015)
- The Education Act 1996 (DfE)
- Statutory guidance National Curriculum in England: framework for key stages 1 to 4 (DfE December 2014).
- Promoting fundamental British values as part of SMSC in schools (DfE Nov 2014)

## Appendix

**Year 1 science:** Identify, name, draw and label parts of the human body *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.*

**Year 2 Science:** Notice that animals, including humans, have offspring which grow into adults *They should also be introduced to the processes of reproduction and growth in animals.(guidance-non-stat) 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.*

**Year 5 Science:** describe the life process of reproduction in some plants and animals. *Pupils should find about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals*

**Year 6 Science:** describe the changes as humans develop to old age. *Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.*

**KEY**

Yellow: Statutory

Green: Non-statutory guidance

FOUNDATION STAGE		KEY STAGE ONE		KEY STAGE TWO			
TOPICS	Early Years	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<u>Looking after myself</u> *could be introduced earlier if appropriate to the level of the children.	<u>Looking after myself</u> :Public and private; personal Hygiene	<u>Looking after myself</u> :Public and private; personal Hygiene	<u>Looking after myself</u> :Public and private; personal Hygiene	<u>Looking after myself</u> :Public and private- <b>secrets and surprises*</b> ; personal Hygiene	<u>Looking after myself</u> :Public and private- <b>secrets and surprises*</b> ; personal Hygiene	<u>Looking after myself</u> :Public and private- <b>secrets and surprises*</b> ; personal Hygiene	<u>Looking after myself</u> : Public and private- <b>secrets and surprises*</b> ; personal Hygiene
<u>My body</u> (as a matter of safe guarding we refer to the correct names for genitalia e.g. penis and vagina from reception)	<u>My body</u> Body Parts (including genitalia)*	<u>My body</u> Body Parts (including genitalia)* Differences: boys and girls	<u>My body</u> Body Parts (including genitalia)*; Differences: boys and girls	<u>My body</u> Body Parts (including genitalia)*; Differences: boys and girls Differences: Male and Female	<u>My body</u> Body Parts (including genitalia)*; Differences: boys and girls Differences: Male and Female	<u>My body</u> Body Parts (including genitalia)*; Differences: boys and girls Differences: Male and Female	<u>My body</u> Body Parts (including genitalia)*; Differences: boys and girls Differences: Male and Female
<u>Growing and Changing</u>	<u>Growing and Changing</u> New class/year, How old am I?	<u>Growing and Changing</u> New class/year; How old am I (baby, child, adult)?; Animals and their young	<u>Growing and Changing</u> New class/year; Animals and their young (including humans) How old am I (baby, child, adult)?	<u>Growing and Changing</u> New class/year; How old am I (baby, child, adult, older and younger)?	<u>Growing and Changing</u> New class/year, Body changes from being a baby to old age	<u>Growing and Changing</u> New class/year, Puberty- becoming men and women; menstruation education for girls (including emotional changes) <i>describe the life process of reproduction in some plants and animals. Pupils should find out about different types of reproduction, including sexual and asexual</i>	<u>Growing and Changing</u> New class/year/ school (changing school should be covered in summer term to prepare children for the transition), Puberty- emotional changes and becoming men and women (describe the changes as humans develop to old age); menstruation education for girls (They should learn about the changes experienced in puberty).

						<i>reproduction in plants, and sexual reproduction in animals</i>	
<u>Relationships.</u>	<u>Relationships</u> My own feelings; Myself, family and friends	<u>Relationships</u> My own and other people's feelings and bodies can be hurt; Myself, family and friends	<u>Relationships</u> My own and other people's feelings and bodies can be hurt; Myself, family, friends and other people who look after me.	<u>Relationships</u> My own and other people's feelings and bodies can be hurt; Not all relationships are the same e.g. teachers, friends, shopkeeper.	<u>Relationships</u> My own and other people's feelings and bodies can be hurt; Not all relationships are the same e.g. teachers, friends, shopkeeper.	<u>Relationships</u> My own and other people's feelings and bodies can be hurt; Not all relationships are the same e.g. teachers, friends, shopkeeper.	<u>Relationships</u> My own and other people's feelings and bodies can be hurt; Not all relationships are the same e.g. friends, boyfriend/girlfriend, married/unmarried, same sex partnerships