

# Beormund's Sex and Relationships Education Policy

This policy was written in April 2016 and consultation was carried out with staff, pupils, parents and governors. It will be reviewed in April 2018.

## 1. School Background Information

|     |  |                                    |
|-----|--|------------------------------------|
| 1.1 | Type of School                         | Primary Special school (SEMH).     |
| 1.2 | Member of Healthy Schools Scheme since | 2005                               |
| 1.3 | Average No. on roll                    | 37 pupils                          |
| 1.4 | No. of classes in year                 | 7 children per class – 5 classes   |
| 1.5 | Ethnic Breakdown                       | WBRI, BCRB, BAFR, MWBC...          |
| 1.6 | Gender                                 | mixed – predominantly boys on roll |

## 2. Key contacts

|     |                |                                   |
|-----|----------------|-----------------------------------|
| 2.1 | SRE Lead:      | Kristen Engmann                   |
| 2.2 | Lead Governor: | Chair of the Curriculum Committee |

## 3. Dissemination

Key information from this policy will be incorporated into relevant documents such as a Staff Induction Manual, Governors HandBook, School Prospectus and pupil documentation. Policies such as Science, PSHCE and RE may include elements of SRE. All Policies can be found on the server and school website.

## 4. Purpose of SRE Policy

This policy has been written as a statutory requirement and to:

- 4.1 Give clear guidance to staff and outside visitors about the content, organisation and approach to teaching SRE
- 4.2 Give information to parents and carers about what is taught and when
- 4.3 Give parents and cares information about their involvement with SRE
- 4.4 Give a clear statement on what the school aims to achieve form SRE and why it thinks SRE is important
- 4.5 Clarify the content and manner in which SRE is delivered

## 5. How the Policy was developed

This policy was developed as part of their statutory responsibility by the school governors in consultation with pupils, school council, staff, parents and carers, school based therapists and our wider community partners e.g. school nurse, Educational Psychologist, SALT and other health professionals

## 6. Definition of SRE

SRE is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. SRE has a key part to play in the personal, social, moral and spiritual development of young people. It begins informally in the home with parents and carers long before any formal education takes place at school. Young people's entitlement to SRE is enshrined in the terms of the Education Act (1996).

The DfES Guidance 2000 offered this definition: *"SRE is the lifelong learning about physical, moral and 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."*

The National Sex Education Forum highlighted that SRE also involves:

- Acquiring information
- Developing skills
- Forming positive beliefs and attitudes

## 7. Aims of SRE

- Develop confidence to talk, listen and think about feelings and relationships
- Address concerns and correct misunderstandings and be able to protect themselves and ask for help
- Develop skills to make and maintain positive relationships
- Develop positive attitudes and values and respect differences in opinions
- Develop a positive self-image and high self esteem
- Gain accurate knowledge and understanding about sexuality and relationships
- Develop personal responsibility for one's actions
- Know where to get confidential advice and support

## 8. Moral and Values framework

SRE will be delivered within the school's agreed aims, values and moral framework which is sensitive to the needs and beliefs of pupils, parents / carers and other members of the school community. This will be delivered within the school's agreed equal opportunities framework.

Beormund primary school aims are:

- To educate children to the best of their ability academically, emotionally, socially, morally, spiritually and aesthetically.
- To teach the National Curriculum and personalise learning to the needs of each individual.
- To promote healthy living and encourage an active lifestyle.
- To build an awareness of both the local and global environment and adopt practices so that we can all contribute to the maintenance of a sustainable planet.
- To recognise, value and celebrate the achievements of all.
- To help pupils understand their own and other's beliefs, values and cultures.
- To ensure that school routines, policies and practices actively protect the rights of the individual and ensure equal opportunities for everyone.
- To provide a safe, happy and stimulating environment.
- To encourage high expectations of both children's work and behaviour.
- To develop independent, co-operative and reflective learners who are prepared for the opportunities, threats and experiences of life in an ever changing world.
- To prepare the children for transition and reintegration to mainstream schooling when appropriate.
- To work collaboratively with all stakeholders (children, parents, carers, governors, LEA and other external agencies) in pursuit of our shared vision

Sex and Relationships Education (SRE) supports and guides children and young people in lifelong learning about relationships, emotions, the human biology of sex and sexuality. Along with parents and carers, we help our young people to understand and manage their physical and emotional development in adolescence and prepare for the decisions to be made in adult life. Children who attend Beormund have Social, Emotional and Mental Health needs. As staff, we collectively facilitate a plethora of approaches to support the children's emotional health and wellbeing. We allocate time to include aspects of the school day such as Morning Munch or additional lessons such as Therapeutic story writing as ways to further enhance the children's Emotional Literacy in particular.

We believe that pupils should have accurate information that relates to their needs. They need help to explore their own feelings and attitudes, and those of society, in order to develop values on which to base decisions about relationships. They need to learn the communication skills necessary to help them take increasing responsibility for their own sexual behaviour.

SRE will, as far as possible, support the importance of marriage or stable relationships, for family life and bringing up children. Care is taken to ensure there is no stigmatisation of children based on their different home circumstances.

Thinking about morals and values also includes:

- Respect for self and others
- Non-exploitation in relationships
- Commitment, trust and love within relationships
- Honesty with self and others
- Self awareness
- Exploration of rights, duties and responsibilities
- Understanding diversity regarding religion, culture and sexual orientation

## 9. Content and Organisation of the Programme

The school aims to provide a programme of drug education in line with the Science Curriculum and PSHE education scheme of work. We follow Southwark's PSHE and WellBeing Curriculum Framework for Primary Schools. Lesson plans and resources are taken from the Christopher Winter project.

9.1 Timetable allocation

\* Discrete PSHCE lessons 30mins

\* Morning Munch 15mins daily

9.2 Groupings

Class groups (can be subdivided according to awareness/maturity too)

9.3 Staff Involved e.g. the lessons will be delivered by primarily the class teacher. We may call upon the knowledge and expertise of a specialist SRE team or other outside visitors. It is important to note that where outside visitors help to deliver SRE they are not there to replace teachers but to enrich existing programmes by supporting the school.

9.4 Where taught: Dedicated PSHE lessons, Subject specific lessons such as Science and RE, Assemblies as well as Special events like Science week or RE week.

9.5 How taught:

Teachers will set a group agreement with pupils to ensure that an atmosphere is created where pupils feel able to discuss concerns, feeling and relationships:

- It should be recognised that questions from pupils will be addressed and dealt with in the most appropriate manner and not disregarded. The form in which these questions are addressed may be in group activities, or on a one-to-one basis, as appropriate.
- The school nurse backs up information on puberty seeing both the boys and the girls separately in single sex sessions. Working with the co-ordinator this provides extra special time for single gender group work. She/he also provides links with primary care services.
- Resources will be assessed to ensure that they are appropriate to the age and maturity of pupils. They will take into account equality of opportunity through their use of language, cultural attitudes and images, avoiding stereotyping, racism and sexism.

- In every section of the course a variety of teaching and learning styles are used including videos, information sheets, pamphlets, textbooks, visual aids and models, games, role-play, interactive CD ROMS, the Internet and visits by theatre groups.

## 10. Confidentiality Statement

The school will ensure that pupils know that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be maintained. They will be reminded that if confidentiality has to be broken, they will be informed first and then supported as appropriate. They are encouraged to talk to their parents or carers and are provided with support to do so

The school will ensure that staff understand that they cannot offer unconditional confidentiality to pupils. They will work within the school's confidentiality policy agreed procedure for recording and reporting disclosures and the nature of access to this information.

## 11. Assessing SRE and Monitoring the Programme

The SRE Lead will be responsible for:

- Ensuring the policy and programmes are implemented as agreed
- Supporting staff to assess pupils progress
- Recommending targets for whole school development
- Evaluation of the programme will be made by assessing, the attitudes of the pupils, the development of their personal skills and the knowledge and understanding they have gained. Review forms part of the content and is an ongoing process. The views of pupils, staff and parents will be sought and taken into account as the programme develops and changes.

## 12. Teachers' Responsibilities

To reassure parents/carers, Pupils and governors that the personal beliefs and attitudes of teachers will not influence the teaching of SRE, all those contributing to the programme are expected to work within the aims listed above.

## 13. Training staff to deliver SRE

It is important that staff delivering SRE work within the values framework of this policy and feel confident, skilled and knowledgeable to deliver effective SRE. Continuing professional development will be provided through a range of options: individual study and development/ in-house CPD/ external training courses. Training could include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Practising a variety of teaching methods
- Facilitating group discussions
- Involving pupils in their own learning
- Managing sensitive issues

## 14. Working with Parents/Carers and Child Withdrawal Procedures

On entry to the school, parents are invited to read the SRE policy. This helps to establish consultation and a partnership with parents, which reinforces the dual responsibility for SRE learning. Parents are kept informed about the content of the programme.

Section 405 of the Education Act 1996, which consolidates previous Education Act gives parents the right to withdraw their children from any or all parts of a school's programme of sex education - where it is not part of the National Curriculum.

We place the utmost importance on sharing equal and joint responsibility with parents/carers for their children's education, including sexual matters. We do our best to find out from them any religious or cultural views they may have which may affect the PSHE they wish to be given to their children, although we would consider carefully any request that compromised our equal opportunities policy.

We will take every opportunity to inform and involve parents/carers:

1. By making our commitment clear through our school policies and practice.
2. By attending Home Visits, inviting parents/carers to discuss personal development when their child enters the school
3. Through regular contact through the Home School diary, Text2Parents or calling in relation to SRE
4. By inviting parents/carers to Coffee Mornings, PLP meetings and a meeting to discuss SRE in the school.
5. By having an accessible Pastoral Support Team available to support parents and carers with questions, comments, anxieties, knowledge and awareness.

Parents have a right to withdraw their children from SRE lessons, although not those elements included in the National Curriculum Orders for Science, or any other part of the National Curriculum. If a parent wishes to withdraw their child from SRE lessons, we ask that they discuss it with the Head Teacher, to be clear about what their child will do when they are withdrawn from the lessons.

We should like to make clear that even when a pupil has been withdrawn from SRE lessons, if the pupil should ask questions at other times, these questions would be answered honestly by staff.

## 15. Working with the Wider Community

The following individuals were consulted in the development of this policy:

- School nurse, school's Educational Psychologist, school's Art Therapist, school's SALT, school's Reflexologist and our PSHE and Wellbeing Adviser.

## 16. Disseminating and Monitoring the SRE Policy

A copy of this policy will be supplied to all staff and governors and included within the staff handbook. A full copy will be made freely available to parents on request and if appropriate a summary will be published in the school prospectus. Copies will also be supplied to other professionals whose work relates to SRE or who may be involved in its delivery.

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|------|---|--|
| 16.1 | Frequency of monitoring                 | Regularly                              |
| 16.2 | Review to reflect current good practice | In line with school's monitoring cycle |
| 16.3 | Review to reflect new legislation       | Annually and amend if necessary        |
| 16.4 | Date of next review                     | April 2018                             |