



SRE POLICY

May 2015

Chadsgrove School and Specialist Sports College

Governors' School Policy statement on Sex and Relationship Education and Guidance

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 Chadsgrove School. The level of maturity of the class group concerned and the particular situation of each individual must be considered.

As Governors we advocate a sensitive, tactful and informal approach to the teaching of SRE at Chadsgrove 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 Headteacher if there are any matters of particular concern to them.

Policy Development and Discussion Process

This policy was drafted by S Harding and is available on the school website. The finalised policy was ratified by the School Governing Body.

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 the reasons for delaying sexual activity and the avoidance of an unplanned pregnancy
8. To help pupils learn how to recognise and avoid exploitation or abuse
9. To teach with due regard for the family background and current understanding of each pupil

Content

Much of SRE is delivered through National Curriculum Science and the Personal, Social, Health and Emotional Education and Citizenship (PSHEE&C) Curriculum. The Science and PSHEE&C co-ordinators develop the curriculum together to meet the statutory guidelines to ensure continuity and progression throughout the key stages. The issue of exploitation is also covered through e-safety, in ICT.

A phased introduction of this subject is followed at Chadsgrove School, although not necessarily at the age designated. Books, pamphlets and DVDs are used in the delivery of this subject. Children are given general information, either by a teacher and/or the school nurse.

Alternatively, if it is felt more specialised advice is necessary, an appointment with a paediatrician could be considered, after consultation with the parents. Parents are informed in advance, by the Headteacher, when SRE lessons are taking place.

Organisation

Class teachers in the Lower School have responsibility for delivering aspects of SRE appropriate to the age and understanding of their pupils, as noted in Appendix C.

In Upper School, aspects are delivered through both the Science and PSHEE&C Curriculum.

The requirements delivered through National Curriculum Science are noted in Appendix A.

The requirements delivered through the PSHEE&C curriculum are noted in appendix B.

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

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, Chadsgrove 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 Chadsgrove 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.

Equal Opportunities

SRE is an entitlement to all pupils, regardless of race, religion, gender or ability. The SRE programme at Chadsgrove is differentiated to meet the age and physical 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 the Designated Senior Person (DSP) for safeguarding in accordance with Chadsgrove'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 an online resource.

The School Nurse will deliver SRE training and outside agencies also provide appropriate training. 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.

Reviewed

Signed Chair of Governors

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
Human Body (e-explore) Walker, R (2006)	www.humanbody.dke-explore.com
Let's Do It Johns, R	www.imageinaction.org
Sex and Sexuality for Very Special People	Longhorn, F (1997)
Talking Together series of books	Kerr-Edwards, L & Scott, L

Pupils' Text Books

OCR Science Plus Book 1 (2006)

OCR Gateway Science (2005)

ASDAN PHSE Short Course

Other Resources

Adult male and female dolls

Various posters

A Skeleton

Resources may be borrowed from Worcestershire Health Authority

Appendix A

National Curriculum Science Programme of Study – aspects relating to Sex and Relationships Education

(It should be noted that topics will not necessarily be taught in the pupil's actual key stage but at a time appropriate to their own emotional and physical maturity)

Key Stage 1 science

Year 2

Animals, including humans

Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults

Key stage 2

Year 5

Living things and their habitats

- describe the life process of reproduction in some plants and animals

Animals, including humans

Pupils should be taught to:

- describe the changes as humans develop to old age

Year 6

Evolution and inheritance

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Key stage 3

Reproduction

- 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

Appendix B

The following is taken from ‘Sex and Relationship Education Guidance’ DfEE 0116/2000 (2000) page 5 and is incorporated into SRE at Chadsgrove in Science and PHSEE&C lessons at a level appropriate to each learner.

‘.....sex and relationship education is 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 – this would be inappropriate teaching.

It has three main elements:

- **attitudes and values**

- learning the importance of values and individual conscience and moral considerations;
- learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas; and
- developing critical thinking as part of decision-making

- **personal and social skills**

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict; and
- learning how to recognise and avoid exploitation and abuse.

- **knowledge and understanding**

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; and
- the avoidance of unplanned pregnancy.

Appendix C

Sex and Relationships Education at Chadsgrove

The issues that would usually be covered in Sex and Relationships Education are listed below. Because of the special educational needs of pupils at Chadsgrove, 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 special 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 special and treat others and myself as special?
- 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?
- 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?
- How should a woman look after herself and the baby when she is pregnant? Why is this important?
- Which people can help the pregnant mother and new baby
- Why is marriage important for family life?
- What is a stable relationship?
- What do babies and young people need from their families?
- What are good things and bad things about being a mother and a father?
- What is sexually transmitted disease?
- What is Aids and HIV?
- Who can I go to for advice about preventing STI's
- What other sexual relationships are there as well as male and female?