



Sex and Relationships Education Policy

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Links to other policies:	PSHE&C Policy SMSC Policy Intimate Care Policy Safeguarding Policy

Sex and Relationships Educational Policy

Introduction

This policy must be read in conjunction with the Personal, Social, Health Education and Citizenship (PSHE&C) policy which outlines the methods of assessment, links to the community and links to other policies that are also relevant to this policy.

At Red Gates we believe that our pupils need sex and relationships education but on a level that is accessible and appropriate to their level of understanding, and their life as it is lived, as well as in a way that is respectful to their families.

‘Every Child Matters’ which led to the Children Act (2004), emphasised that PSHE&C in schools plays a vital role in achieving the following outcomes for every child:

- being healthy
- staying safe
- enjoying and achieving
- making a positive contribution
- achieving economic well-being.

We aim to achieve these through this policy in conjunction with the PSHE&C and SMSC policies. Our practice will actively reflect the Statutory Code of Practice on the Duty to Promote Race Equality and equality of opportunity and good race relations across all areas of school activity.

Requirements

- All professionals who work with pupils at the school should adhere to this policy, including therapists and the nursing team.
- We seek to liaise with secondary schools to ensure appropriate transition to Key Stage 3 programmes which focus more on preparing young people for adult life.
- We follow the Department for Education’s guidance on Sex and Relationship Education (SRE) at primary school level (DfE, 2019) which contributes to the foundation of PSHE&C, and should be tailored to the age and physical and emotional maturity of the children.
- The personal beliefs and attitudes of teachers will not influence the teaching of SRE within the PSHE framework.
- Parents have the right to withdraw their children from SRE.
- If a teacher becomes concerned that a pupil may be at risk of sexual abuse, they should follow the school’s child protection procedures, outlined within the school’s Safeguarding Policy.
- Children who have severe learning difficulties may be more open to exploitation than other pupils and may need additional teaching to help them understand parameters of acceptable and unacceptable behaviour.

Aims

- To recognise that it is the right of every pupil at Red Gates to access SRE at a level that is appropriate to their individual needs.
- To accept that the pupils at the school may experience the same needs and desires as other people.
- To promote a safe and secure environment, built on trust and respect, in which to teach SRE. This will allow pupils time to explore feelings, emotions, appropriate behaviour and values.

- To involve/inform parents/carers on the content of the lessons, where specific lessons on SRE are taking place.
- To present pupils with factual information about their physical lives in a structured and honest way and to prepare them for puberty so they can understand the changes to their bodies at an appropriate level.
- Where appropriate, for pupils to learn sexual vocabulary acceptable to parents/carers and agreed upon by staff. This will be done through consultation with the parents/carers of the child concerned.
- For pupils to learn the difference between public and private places and the behaviour that is acceptable within them.
- To promote independence and autonomy from when the pupil enters the school and to emphasise interpersonal relationships and social awareness.
- To encourage respect amongst pupils and staff for people's privacy and feelings.
- To support pupils to make positive decisions in their lives.

Rationale

- We believe that every child at Red Gates has a right to learn to make choices and decisions and have as much control over their own lives as possible. This helps them establish self worth, confidence and prepares them for adult life.
- We teach pupils about friendships, sharing, turn-taking and relationships within family life, the school and the community. These are fundamental values that go with the pupil throughout the school.
- We believe that we play an important role in working with parents/carers to provide the pupils with correct and factual information about the way their bodies and lives will change as they reach puberty.
- A meeting with parents/carers can be arranged if requested to provide an open forum to communicate worries and concerns if required.
- The teaching of SRE will focus on expression, vocabulary, responses and socially acceptable behaviour.
- We believe that SRE helps pupils as learners in all other aspects of their lives such as assertiveness, self-awareness and self-esteem.

We believe that if the pupils are more aware of acceptable and non-acceptable behaviour they are then safer from exploitation (see also 'Intimate Care' and 'Safeguarding' policies). SRE plays a vital role in countering the vulnerability that people with a learning disability can face as they go through their lives. We believe it is their right to have a voice and to be heard and it is our duty to provide them with the knowledge and confidence to do so.

Methods

SRE is covered through PSHE&C in the curriculum in several ways:

- Pupils are taught about important people in their lives, such as families, friends, staff at school and carers.
- They learn about:
 - friendships and the role they play in these;
 - their own feelings and those of other people, and to develop confidence in talking, listening and thinking about feelings and relationships;
 - acceptable behaviour within private and public places on a general level and are more able to protect themselves and ask for help;
 - to name parts of the body and describe how their body works at a level appropriate to their understanding;
 - puberty and what may happen to their bodies.

- Puberty workshops for parents,
- Use ZoR to teach pupils about emotions,
- Social stories are used where appropriate.

Staff will be aware of:

- attitudes and messages in the delivery of the curriculum.
- cultural and religious backgrounds.
- differentiation issues and appropriateness of content for individual pupils.
- teaching groups e.g. mixed/single sex, whole class/group/individual teaching.
- practical implications of the pupils' right to privacy and dignity.
- appropriate levels of contact between staff and pupils and between pupils themselves.
- how to answer the pupils' questions and that it is acceptable to delay answering a pupil's question until their parents/carers or colleagues at school have been consulted respecting family views and ways of keeping parents/carers informed.

Roles and Responsibilities

- All staff in school seek to promote the spiritual, moral, cultural, mental and physical development of pupils within their care.
- All teaching staff are responsible for promoting the aims of this policy.
- It is the role of the PSHE&C Subject Leader (SL) to oversee activities for SRE which will be incorporated with PSHE&C and Science sessions and within the broader curriculum of the school.
- If class teachers feel uncomfortable teaching SRE or discussing it with parents/carers they can seek advice from the PSHE&C SL.
- It is the responsibility of the PSHE&C SL to monitor the delivery of SRE in the school through evaluations on SOLAR, peer observations and discussions with class teachers.

Working together we can ensure that the issues surrounding SRE are dealt with in a sensitive way which is acceptable to staff, parents and carers alike and gives our pupils support through their physical, emotional and moral development. In this way we seek to ensure we meet their needs at a level appropriate to their understanding.