

School Document/Policy




Title: Sex and Relationships Education

This guidance is to be read in conjunction with related National Autistic Society Policies

Declaration

The Sybil Elgar School does not promote partisan political views. The school will have regard for The Human Rights Act, 1998, The Disability Discrimination Act, 1995, as amended by The Special Educational Needs and Disability Act, 2001, including new duties 2002, and The Principles of the New Code of Practice, 2001, with special focus on Student Empowerment, Parents in Partnership and Consultation and Joint Working initiatives.

In addition the school has regard for the protected characteristics as defined in the Equality Act 2010.

Policy lead (s)	Deputy Principal
Date of document	October 2014
Latest revision	February 2019
Signed Chloe Phillips Principal	

Sex & Relationships Education (SRE) and the School Ethos

The School believes that learning about their own sexual development, together with awareness of their relationships with others, can greatly enhance the student's ability to lead their lives competently and with fulfillment. Our school development plan makes a commitment to developing learning and relationships in the school through encouraging autonomy and the taking of responsibility. At Sybil Elgar, we value all staff and students as individuals worthy of dignity and respect.

The Values of the SR Education Programme

We believe that the basis of moral behaviour is that each of us feels valued for what we are and of worth to others. Our students, with a variety of learning needs, personalities and a range of cultural backgrounds, are valued as individuals. We actively promote the development of relationships.

For many of our students, marriage and parenthood may be unrealistic expectations. Our aim is to give our students the skills to conduct friendships and caring relationships with dignity. We want our students to be assertive, to have the skills that avoid being exploited.

Our Aims for SRE Education

- To keep our students safe and free from abuse.
- To provide knowledge and information to which all students are entitled.
- To clarify and reinforce knowledge already acquired.
- To help students to understand / manage appropriately their sexual feelings and behaviour.
- To develop skills, communication by object, picture, diagram, signing, that develops decision making, choice, and assertiveness.
- To promote acceptable and appropriate behaviour in public and private situations.
- To ensure students are protected from on line abuse and are aware of the need for e safety
- To raise self-esteem.
- To support access to information.
- To develop self-assertion skills 'It's okay to say no'

The Sex & Relationships Education Programme

We intend that all students shall experience a programme of SRE education and personal development at a level, which is commensurate with their age, physical and emotional development and level of understanding. That this programme will be delivered in a form each student has access to and is devised in cooperation with parents and carers.

Please refer to NAS Policy

Methods for SR Education

Some delivery will be via National Curriculum Science and in-house modular courses in Personal Social and Health Education.

Individual staff and parents will decide how best to make effective such content for individual students. Delivery will be made using resources specific to the needs of the students.

Delivery will be made in consultation with parents and staff across the extended curriculum to judge best how to apply and which settings to apply.

We support the use of correct words for body parts and functions, of visual material, including real objects which is clear and understandable

The Organisation of SR Education

It is a legal requirement that students in whatever type of school, receive a programme of SR education. SR Education now has a compulsory element for secondary age pupils (Revised National Curriculum 2014)

Senior staff together with tutor teachers, residential key workers and parents will draw up individual programmes. These will link closely with the PSHE curriculum and SMSC education.

SR education will be delivered in year groups, ability groups, and gender groups or individually according to the topic and nature of material covered. Recognising the sensitivities of the subject it is important that all staff feel comfortable delivering content. No teacher will be expected to undertake specific SR education teaching without the support of colleagues in school. Support in the form of training will be provided. Staff who have strong reservations about taking part in SR education will be reassured and supported.

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Our Policy on Specific Matters

Students with other disabilities, physical or multiple will require appropriate materials and methodology. No one will be excluded from the programme.

Contraceptive Advice to Students

If a student needs personal advice about contraceptive use, counseling and support will be sought from appropriate agencies and personnel, taking into account the developmental as well as chronological age.

Sexual Abuse

Our aim in SR education is to keep our students safe and free from abuse by developing skills of assertiveness and decision-making.

If disclosure takes place during a lesson, or to a member of staff, the schools Safeguarding Procedures make it clear what action is to be taken in a calm and supportive manner.

HIV and AIDS

Individual support will be offered as appropriate after consultation with parents. Students may ask questions about AIDS. Our aim will be to answer questions honestly, giving such information in a way that the student can understand.

Resources

The most valuable resource in the education of our students is to be found in the understanding, experience and creativity of parents, staff in school and residential settings working in partnership.

Use of Outside Visitors

It is not anticipated that people from outside school will be involved in direct teaching of our sex education policy. (This will be kept under review). We may use outside professionals to support staff training.

Guidelines for visitors reflecting the schools ethos will be given on such matters as addressing our students, respecting them, their property and

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their personal space.

Guidelines for all staff and adults working with students in the context of personal care and development:

1. Ensure that all safeguarding procedures are understood and followed
2. Treat every student as an individual, with dignity and respect.
3. Use age appropriate language and behaviour towards our students.
4. Reinforce the 'private' concept in all situations.
5. Discourage students from inappropriate behaviour, e.g.: sitting on laps, touching, and hugging. This will be reinforced by staff who model appropriate interactions at all times within a school and public setting.
6. After a probationary period and at the discretion of senior staff personal care to be carried out by adult of the same sex as the student. (See intimate care policy)
7. Maintain professional standards at all times.

Partnership with Parents/Carers

We will do our best to find out from them any religious or cultural views they may have, however, we would consider carefully any request, which may compromise our Equal Opportunities Policy.

We are happy for school to take the initiative in teaching SR education to our students. We are happy also to support and discuss with parents who wish to be involved in teaching their children this subject.

We will inform parents/carers:

- (a) By making our commitment clear in the school prospectus.
- (b) By inviting parents to a meeting where resources are available.
- (c) By seeking their views by questionnaires.
- (d) By reporting developments throughout the year.

Staff are always willing to discuss with parents any matters which are causing them concern.

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Monitoring the SR Education Policy and Programme

The school will need to continuously assess how effective our aims, content and methods are in promoting students learning.

Implementation of this Policy

This policy document is to be available for parents and staff.

The programme of SR Education and Personal development is reviewed and developed regularly.

Appropriate staff training will take place regularly

This policy is written with reference to the following and should be read in conjunction with the NAS Sex and Relationships Education Policy

British Values

National Healthy Schools Programme NHSP

DfE Guidance on the delivery of Sex and Relationships Education 2010

QCA End of Key Stage Statements for PSHE 2010

DfES Safeguarding Children in Education DfES 2004

Revised National Curriculum 2014

The Sybil Elgar School Safeguarding policy and procedures (supplementary guidance to the NAS safeguarding policy and procedures)

***For the purposes of this policy and for fluency the term 'student' is used to describe all learners from the Early Years through to 16-22 provision**