




Yewstock School



Sex & Relationships Policy

Date reviewed by P&C	20.11.2018	Policy Type	Statutory
Date adopted by FGB	27/11/2018	Review Cycle	2 Years
Date of next Review	19/11/2020	Signed by Chair of Governors	
			

Brief description of the school's background

Yewstock School is a day Community Special School for children with Profound and Multiple, Severe, Moderate or Complex learning difficulties. Some children have additional sensory or physical impairments, speech and language disorders, or medical needs, and others are on the autistic spectrum. The school provides for 131 pupils between 2 and 19 years.

Brief description of SRE

We believe SRE is an integral part of the life long learning process, beginning in early childhood and continuing into adult life. We believe it should encourage personal and social development, foster self-esteem, self-awareness, a sense of moral responsibility and the confidence and ability to resist abuse and unwanted sexual experience.

In our school we believe SRE is an integral part of Personal Social and Health Education (PSHE) and it will be delivered within a developmental and age appropriate programme. Our aim is that SRE will help give young people the skills, understanding and knowledge they need to lead confident, healthy, independent lives, to help them become informed, active and responsible citizens.

Rationale

Sex & Relationships Education is an important part of the school Health Education Programme. Coping with the physical and emotional aspects of growing up are difficult enough for all young people but can be especially so for the pupils at Yewstock School who have the aspirations of their peers, but limited social and intellectual experiences, which make them particularly vulnerable within society.

Whilst being aware of the life styles and sensitivities of families, the emphasis of the work is on personal relationships, responsibilities, social and moral issues. It is felt a purely biological approach is unlikely to develop a well-balanced individual.

Class teachers play an important role in helping to build relationships with pupils enabling discussions to take place, either in groups or on an individual basis, on what can be considered delicate and difficult matters. Pupils are made aware of the fact that all school staff are prepared to listen to worries and concerns pupils may have. They will aim to help in any way they can but will emphasize that being able to talk to and ask questions of their parents, or another family member, is also helpful and desirable.

Aims

- To promote self-esteem, self-confidence and to develop a sense of moral responsibility
- To give knowledge which will enable pupils to cope with the physical and emotional changes and challenges of growing up
- To counter misleading notions and folklore

- To generate an atmosphere within which pupils can ask questions and discuss sexual matters without embarrassment
- To increase awareness of sexual identity and develop ideas of non-stereotyped gender roles
- To help pupils understand that they have rights and should have control over who touches their bodies
- To make pupils aware of the sources of help and information that is available to them.
- To develop skills and promote responsible attitudes for future parents

Objectives

- To develop an acceptable vocabulary for all parts of the body and encourage sensible attitudes to bodily functions
- To provide information about sexual matters in an open and frank way, while being sensitive to the needs of individuals and the group
- To give pupils a basic understanding of human reproduction

Content Headings for the Yewstock SRE Programme

Key Stage 1: Ourselves Keeping Safe

Key Stage 2: Who am I? What can I do? Personal Safety Bullying
Human Growth

Key Stage 3: My Changing Body Awareness and coping Being myself
Community Belonging Personal sensitivity
Human Development

Key Stage 4: Understanding my bodily needs Sexual health
Pregnancy and birth Relationships and divorce

Organisation

Claire Donohoe is presently the staff member who has the designated Subject Leader Role for SRE. Class teachers deliver lessons in SRE, but we also include provision from outside agencies where appropriate. Aspects of SRE are also delivered in Science. There is a whole school approach to emotional and social development. (Ref: SEAL)

- SRE will be delivered within an age appropriate programme
- We have achieved targets set by the Healthy Schools Programme

Working with Parents

We believe working with parents is vital and will ensure a positive effort is made to inform and involve parents in the development and review of the school's sex and relationship programme as part of an ongoing process.

This policy is available for inspection by parents. Information regarding SRE content will be given to parents at the start of units of work. Designated persons available for provision of advice to parents are the PHSE Subject Leader, the Curriculum Coordinator and the School Nurse.

Rights of withdrawal

Opportunities exist throughout the statutory curriculum to provide SRE. The school would prefer parents to play a part in this, sometimes, sensitive area by being informed and involved in the development of the school's SRE programme, so they can continue discussions at home. However in the event of any parent or guardian wishing to withdraw their child from some or the entire curriculum, they are asked to inform the Headteacher in writing. In the event of this happening the parent/guardian will be invited to attend a meeting to discuss any concerns with the school. Following this discussion any parent or guardian still wishing to exercise their rights to withdraw their child should be reassured that appropriate alternative arrangements would be agreed and organised by the school.

Special Issues

The parents/guardians of pupils at Yewstock School are asked to sign a letter of consent for their children to participate in lessons giving information about contraception, HIV, AIDS and other sexually transmitted diseases.

Contraceptive Advice – We will not volunteer contraceptive advice to individual pupils however, if we believe that a pupil is engaged in an unlawful sexual activity, we may feel it appropriate to talk to the pupil and inform the agencies and/or parents.

Confidentiality – Every attempt is made to keep information divulged confidential. We reserve the right to inform parents and/or agencies if we feel that the information reveals incidents that might be harmful to the pupil. However, where a health professional is working in a one-to-one situation they are bound by their professional codes of conduct.

Sexual Abuse – If a member of staff suspects that a child is being abused this will be reported immediately to the Designated Senior Person (DSP), the Deputy DSP, or most senior member of staff on duty, who will follow the school's child protection procedures.

Complaints – The school will make every effort to respond to any complaints made by parents. Beyond this the Governing Body will view such matters independently through an appeals committee. (See Complaints against the Curriculum Policy)

Statement about Sensitive Issues

Discussion will be encouraged at all times, with ground rules regarding personal questions established.

We shall attempt to deal with questions in a sensitive, open, frank and matter of fact way. Questions regarding homosexuality, sexuality transmitted infections and contraception will be answered appropriately if raised.

If child protection issues arise the school's Child Protection procedures will be initiated, all staff are aware of these procedures and are regularly updated. (see Child Protection Policy)

When outside agencies provide classroom sessions they must be aware of, and follow, the Confidentiality Policy of the school.

Monitoring and Evaluation

Pupils will be given opportunity to evaluate their learning in a manner appropriate to their needs. Pupil questionnaires and evaluations will be used where appropriate at the end of each unit of work. These results will inform teaching strategies and enhance future programmes. Parents will be consulted and opportunity to discuss issues related to SRE will be made available at parents evenings or directly with the PSHE coordinator. Formal documented judgements are not made in this subject apart from work related to National Curriculum or P Scale assessment. However, an individual's behaviour may indicate a need for further work either by the class teacher, parent(s), school nurse, or those agreed with other agencies.

Role of the Coordinator

- To keep up to date with developments
- To be a point of reference for teachers, pupils and parents
- To liaise with outside agencies

Resources

- School nurse/appropriate outside agencies as available
- Clinical Medical Officer
- Dorset Health Authority
- Healthworks
- LEA advisory team

This policy should be read in conjunction with the school's Child Protection Policy, Anti-Bullying Policy and the Dorset County SRE Guidance.

Documentation

The following documents have been used or mentioned while drawing up this Policy:

- Sex and Relationships Education Guidance
- QCA Personal, Social and Health Education and Citizenship
- DfEE and QCA (200) Personal Social and Health Education at Key Stages 3 and 4
- DfEE and QCA (200) Personal Social and Health Education and Citizenship at Key Stages 1 and 2
- DfEE and QCA (1999) Science National Curriculum at Key Stages 1-4

Evaluation and Review

It is the Headteacher's responsibility to ensure that the school complies with the requirements of the Local Authority in the implementation of this policy.

This policy to be reviewed as part of a rolling programme of policy review set by the governors.

This policy should be read in conjunction with the Single Equality Policy. The general equality duty requires that, in the exercise of their functions, schools must have due regard to the need to eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010. This school endeavours to advance equality or opportunity and foster good relations for all.