



# **SEX AND RELATIONSHIP EDUCATION POLICY**

Revised September 2016

## **Sex and Relationship Education Policy Springwell Learning Community**

### **Description of the setting**

The Springwell Learning Community is part of the Wellspring academy trust and comprises of Springwell Special Academy and Springwell Alternative Academy. Springwell Special Academy is an outstanding cross-phase SEMHD Special School with a national reputation for excellence in working with children and young people with special educational needs and SEMHD. Springwell Learning Community also incorporates EOTAS, Elective Home education and the Behaviour Support Service.

Springwell Learning Community makes provision for children who have a history of problems within mainstream, either through behavioural difficulties, illness, anxiety or phobias. The age group within the service ranges from 4 to 16 years. Those concerned range from the most behaviourally challenging to the most withdrawn and covers the most vulnerable children within the borough. These young people have less than age appropriate levels of social and emotional competence, with associated attitudes to sexual activity and, in particular, relationships in general. Young people often join the Learning Community having had experience of negative or failed relationships in the past. The delivery of sex and relationship education will take into account the fact that this setting provides for young people on a temporary or interim period, prior to a re-integration to mainstream or other alternative and encompasses a full range of learning needs.

### **Sex and Relationship Education**

‘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, committed and loving relationships, respect, love and care. It is about the teaching of sex, sexuality and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. (Based on DfEE SRE Guidance 0116/2000).

### **Aims and Objectives**

SRE aims to inform children and young people about relationships, emotions, sex, sexuality and sexual health through their PHSE courses.

It will enable them to develop personal, social and relationship skills and a positive attitude to sexual health and well-being and to help and support them through their physical, emotional and moral development.

The main elements of SRE are threefold, as follows:-

## **1. Knowledge and Understanding**

- ⊕ Learning and understanding physical development at appropriate stages.
- ⊕ Understanding human sexuality, sexual health, emotions and relationships.

## **2. Attitudes and Values**

- ⊕ Learning the importance of values and individual conscience and moral considerations.
- ⊕ Learning the value of family life, marriage and stable, committed and loving relationships for the nurture of children
- ⊕ Learning the value of respect, love and care.
- ⊕ Exploring, considering and understanding moral dilemmas.
- ⊕ Developing critical thinking as part of decision making.

## **3. 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 with the absence of prejudice.
- ⊕ Developing an appreciation of the consequences of choices made.
- ⊕ Managing conflict.
- ⊕ Learning how to recognise exploitation and abuse.

Specifically children will:-

- ⊕ Develop confidence in talking, listening and thinking about feelings and relationships
- ⊕ Learn the biological parts and understand their workings
- ⊕ Understand inappropriate approaches and inappropriate behaviour
- ⊕ Be able to ask for support
- ⊕ Be prepared for their changes at puberty

Information learned through SRE must be:-

- ⊕ Easy to understand, be relevant and age-appropriate and reflect the maturity of the child
- ⊕ Include the development of communication and social skills
- ⊕ Encourage the exploration and clarification of moral values and the development of positive attitudes.

Careful consideration needs to be taken due to the nature of the young people in the service since recent research shows that these pupils are at higher risk of having difficult relationships and negative life experiences.

## **The Moral and Ethical Framework**

The SRE policy will ensure that a moral and ethical framework for sex and relationships exists within which pre-determined values are consistently adhered to. The policy will strive to challenge or remove any negative attitudes toward sexual orientation, gender, cultural and ethnic variables and ageism.

The parameters of the SRE policy will take account of:-

- ⊕ The Statement of Confidentiality and maintain its integrity.
- ⊕ The PHSE policy
- ⊕ The policy for the Education of Sick Children
- ⊕ The Anti-Bullying policy
- ⊕ The Child Protection policy

The SRE policy will address the needs of all the pupils cross-phase within the Service.

## **Content headings for the Sex and Relationship Education Programme**

Bearing in mind age-appropriate delivery, the areas to be covered with each group are, Relationships and Families, Parenting, Male and Female Body Parts, Puberty, Contraception, Sexually Transmitted Infections, Homophobia, Pregnancy and Birth, Effects of Alcohol and Drugs on Pregnancy, Looking after Babies, Getting Help and Support, Encouraging families to speak openly at home.

Relationship education is seen as the fundamental part of the programme.

Provisionally, SRE will be taught in modules lasting half a term.

## **The Organisation of Sex and Relationship Education**

The named person with overall responsibility for SRE is Nicola Kirkbride. There will be a developing skill base amongst all teaching and classroom support staff enabling them to carry out their own delivery.

The Senior Leadership Team of Springwell of Springwell Learning Community will be responsible for ensuring that parents are informed of the contents of the sex and relationships education curriculum and informed of the right to withdraw their child from any aspects of sex and relationship education which takes place outside of normal National Curriculum science lessons.

## **Expectations of Staff**

In creating a safe learning environment, using specified ground rules, staff will endeavour to answer questions appropriately, according to best practice guidance, as follows:-

A safe learning environment is created to enhance learning and ensure pupils' feel they can ask questions. Ground rules and distancing techniques will be used to create boundaries for pupils and teacher. This will clarify the teacher's position on confidentiality and prohibit discussion of personal information or personal questions. Pupils' questions will be dealt with sensitively and honestly, using a range of strategies. Where pupils ask a specific question, which would involve information inappropriate to the development of the rest of the pupils,' this will be dealt with individually.

OfSTED guidance recommends it is important for children to use the names of correct body parts so that they are able to talk to health professionals. Teachers will use the anatomically correct language for body parts. Work will be undertaken with pupils to acknowledge common terms used and clarify language to be used in the classroom.

The management will also be responsible for providing guidance and, where appropriate, training, to all teaching staff involved in delivering of SRE. Guidance and training will ensure that staff are fully conversant with the SRE policy and that delivery and content of lessons is both current and conforming to the DfEE SRE Guidance 0116/2000

### **Statements on Specific Issues**

The following issues will be discussed during pupil induction and review meetings:

- ⊕ Parents' right to withdraw from non-National Curriculum science
- ⊕ Cultural and religious issues

Whilst the Service attempts to maintain confidentiality, it cannot offer of guarantee pupils' unconditional confidentiality. Staff are not legally bound to inform parents of any disclosure unless the Executive Principal has specifically requested them to do so. Staff should follow the set procedure if a child under the age of 16 is having, or suspected of having, sex. If sexual abuse is suspected, staff should follow Springwell Learning Community's child protection procedures. Without exception, the special educational needs of the individual will be addressed when teaching this area of curriculum.

### **Resources**

Resources, such as videos, texts and other materials, will be made available as required to deliver the programme in line with the stated policy.

### **Policy Approval**

The policy and its renewal shall be subject to approval by the Governing body.

## **Monitoring, Evaluation and Review**

Monitoring and evaluation will happen through the following processes:

- Staff feedback on lessons
- Formal accreditation through AQA
- Outcomes of behaviour reviews
- Feedback to parents on PHSE to include SRE
- Student self-assessment, at the end of each unit students will be consulted through tutorials, reports and questionnaires
- Formal lesson observations
- Feedback from other stakeholders

The dissemination process will be entirely transparent and there will be a review every 2 years.