

Stepping Stones Short Stay School



Sex and Relationship Education Policy

Updated: 5th September 2017

1.0 Introduction

The school's sex education policy is based on the Sex Education Policy-
t:\curriculum 2014\pshce\sex education policy-.docd on the DfEE guidance
document Sex and Relationship Education Guidance (ref DfEE 0116/2000).

1.1 Stepping Stones Short Stay School acknowledges that Sex and Relationship Education (SRE) is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings (Sex Education Forum 1999).

1.2 The SRE programme at Stepping Stones Short Stay School reflects our ethos and demonstrates and encourages the following values:

- Respect for self;
- Respect for others;
- Responsibility for own actions;
- Responsibility towards family, friends, schools and wider community.

1.3 At Stepping Stones Short Stay School we aim to enhance the self-esteem of pupils by providing a curriculum that returns to key SRE issues and specific skills regularly rather than as single, isolated sessions for pupils where this need has been identified. This constantly reinforces a positive approach to self and others through the formal and informal curriculum of the school. The ethos of the school leads to positive communication and to relationships which are reinforced at all times, within both lesson and non-lesson times.

1.4 It is expected that pupils attending our Busy Bees programme will receive appropriate SRE at their mainstream schools in accordance with that school's policy. Stepping Stones will provide SRE to pupils, who are placed at Stepping Stones on a full-time basis, liaising with parents as appropriate to ensure the best outcome for each pupil.

1.5 It is recognised that occasions may arise from apparently unrelated topics when moral and ethical issues are addressed. As long as any discussion takes place within the context of the subject, it will not be considered to be part of a sex and relationships programme and therefore will not be subject to the parental right of withdrawal.

1.6 Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

1.7 In developing this policy, we consulted with the latest Sex and Relationship Education Guidance from the DfE. The 1996 Education Act consolidates all relevant previous legislation and states that all primary schools must provide an up to date policy that describes the content and organisation of SRE provided outside the National Curriculum Science order. The DfE Sex and Relationship Education Guidance (2000) supports this legislation and recommends that all primary schools should have a sex and relationship education programme tailored to the age and physical and emotional maturity of the children.

1.8 This policy is linked to the school's Safeguarding, Confidentiality, Anti-bullying, PSHCE and Behaviour policy.

2.0 Aims and objectives

- All SLT, teaching and non-teaching staff, pupils and parents should have an understanding of what the sex and relationships policy is.
- All members and teaching and non-teaching staff should know what the school's policy is on sex and relationships and follow it at all times.
- To be accessible to all of these groups, the document needs to be available on request and presented in a way that is easy to understand.

2.1 SRE at Stepping Stones School is based in the framework for PSHCE (Personal, Social, Health and Citizenship Education). School follows the Lancashire Scheme of work for PSHCE.

The aims are;

- To help and support young people through their physical, emotional and moral development.
- To develop confidence in talking, listening and thinking about feelings and relationships.
- To help pupils be able to name parts of their body and describe how their bodies work.
- To help pupils protect themselves and ask for help and support.
- To help children be prepared for puberty.
- To help them learn to respect themselves and others more, with confidence, from childhood through adolescence into adulthood.
- To promote a sensitive, caring and knowledgeable attitude towards sex education within the context of family life and loving relationships.
- To encourage pupils to have high regard for personal, social and moral relationships.

SRE will:

- Provide appropriate information which is easy to understand and relevant and appropriate to the age and maturity of the children;
- Include the development of communication and social skills;
- Encourage the exploration and clarification of values and development of positive attitudes.

3.0 Content

3.1 Consideration of the pupil's social, physical and emotional maturity will be considered when delivering the SRE curriculum.

3.2 Topics and Themes will include;

- Friendships
- Families
- Growing up
- Life cycles

3.3 In Key Stage 1 pupils learn to recognise similarities and differences between themselves and others, identify and share their feelings with each other, recognise safe and unsafe situations and identify and be able to talk to someone they trust.

3.4 In Key Stage 2 pupils learn to express their opinions about relationships and bullying and to listen to and support others, including respecting the viewpoints and beliefs of other people. They learn to recognise their own worth and identify positive things about themselves and try to balance the stresses in life in order to promote both their own mental health and well-being and that of others. Life processes are discussed including the physical changes which take place at puberty, why they happen and how to manage them.

4.0 Delivery

4.1 SRE will not be delivered in isolation but be firmly embedded in all curriculum areas, and in particular through PHSE and Science. SRE is usually delivered by class teachers, in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.

4.2 Occasionally, Health service professionals, particularly the school nurse may be invited to contribute to the delivery of SRE at Stepping Stones; and we will ensure:

- All visitors are familiar with and understand the school's SRE policy and work within it;
- Any extra input to PSHE lessons is part of a planned programme, negotiated and agreed with staff in advance;
- All visitors are supervised/supported by a member of staff at all times;
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.
- The children are involved in planning for this by asking them to write to the professional requesting topics they would like covered.

4.2 Evaluation of any SRE programme or lesson will be done by teachers in line with existing PRU procedures to inform future planning and sharing good practice across our school. This will include the following;

- Informal judgements as the children are observed during lessons
- Through formal assessments of their work, measured against the specific learning objectives set out in the National Curriculum.

5.0 Responding to children's questions

5.1 The Lancashire PSHCE Scheme of work outlines the main contents of what will be taught, however teachers may want to broaden this depending on the personal situations, misunderstandings and confusions of the children they are teaching.

5.2 Much of the teaching may be based on unpicking misconceptions. Before starting any of this work it is important to establish ground rules with the children. These rules will be similar to those discussed for circle times. These rules should minimize any embarrassment children might feel and discourage inappropriate personal disclosures.

5.3 Appropriate language should be discussed at the outset. Children should be clear that asking personal questions of the teacher is not appropriate and that teachers may sometimes require time before giving a response.

5.4 Teachers should encourage questions and should answer them as openly and honestly as they can. The question asked may be of general interest to the whole class; however if it requires explicit information appropriate only to an individual, the teacher should not respond to the whole class but to the individual as appropriate. Teachers must use their skill and discretion in this area and refer to the designated safeguarding lead (Head teacher) if they are concerned.

5.5 Stepping Stones School believes that SRE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

5.6 Where a child is looking for advice the teacher should, wherever possible, encourage them to seek advice from their own parents or guardians and, if appropriate, from relevant health service professionals, e.g the school nurse

6.0 The role of parents/carers

6.1 The school is well aware that the primary role in children's sex education lies with parents and carers. This is done through building a positive and supporting relationship with the parents of children at the school through mutual understanding, trust and co-operation.

6.2 All policies, lesson plans, resources are available to parents / carers upon request. All policies are available on our website for parents / carers to read and discuss.

6.3 Parents/carers have the right to withdraw their child from all or part of the sex education programme that we teach in our school. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the head teacher, and make it clear which aspects of the programme they do not wish their child to participate in.

7.0 Confidentiality

Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. In these circumstances the teacher will listen to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the headteacher. (See also Child Protection Policy.)

8.0 Monitoring and review

8.1 This policy is monitored on a day-to-day basis by the headteacher, who reports to the SLT about the effectiveness of the policy on request.

8.2 The PSHCE subject leader will review the policy annually, in consultation with the Head teacher and the Governing Body to assess its implementation and effectiveness.

8.3 SLT give serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments.

The Sex and Relationship Policy should be read in conjunction with our policies for our curriculum, learning and assessment, Safeguarding, PSHCE and Behaviour.

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