



# LARKRISE SCHOOL

## Sex and Relationships Policy

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# Sex and Relationship Education Policy

## **LEGAL FRAMEWORK**

All schools must provide sex and relationship education (including education about HIV and AIDS and other sexually transmitted diseases where appropriate) and must teach human growth and reproduction as set out in the National Curriculum.

Parents have the right to withdraw their children from all or part of any sex education provided, but not from teaching the biological aspects of human growth and reproduction necessary under National Curriculum Science.

At Larkrise we will always inform parents /carers when their child is about to have SRED lessons and content will be advised.

## **Roles and Responsibilities of the Headteacher, Staff and Governors**

### **The governing body will:**

- ✓ decide whether sex education should be in the primary dept school curriculum and, if so, what it should consist of and how it should be organised ( New Govt guidance is to regulate SRED be part of curriculum for all year groups Spring 2017)
- ✓ seek the advice of the headteacher on this policy, keep it up to date, and make it available to parents
- ✓ Ensure that sex education is provided in a way that encourages pupils to consider morals, the value of family life, and the importance of marriage when this is appropriate.

### **The headteacher will ensure that:**

- ✓ The governing body is advised about the nature and organisation of sex and relationships education and how it reflects the aims and values of the school. The PSHE co-ordinator will report to the governors annually.
- ✓ sex education is provided in a way that encourages pupils to consider morals, the value of family life, and the importance of marriage
- ✓ pupils are protected from inappropriate teaching materials
- ✓ a scheme of work is agreed and implemented
- ✓ Parents are informed about the programme for sex education each year.

### **Staff who teach sex and relationships education are expected to:**

- ✓ provide sex education in accordance with this policy and in a way which encourages pupils to consider morals and the value of family life
- ✓ participate in training to provide sex education in line with the school curriculum policy
- ✓ Implement the agreed scheme of work – Equals at present.

- ✓ draw to the attention of the headteacher any materials which they consider to be inappropriate
- ✓ Respond appropriately to those pupils whose parents wish them to be withdrawn from sex education.

## **School Overview**

Larkrise is a school for students with severe and complex learning difficulties, catering for students aged 3 to 19 years. The range of additional difficulties experienced by students includes autism, physical and multi-sensory impairments, epilepsy, auditory and visual difficulties. In addition, some students have behavioural difficulties. It follows, therefore, that all students work with an adapted curriculum, and within this individual learning targets are addressed.

Some groups of children will benefit from discrete schemes of work delivered in weekly lessons over the Summer term. Other individuals or groups will benefit more from contextual teaching and learning to support their SRED development. All our pupils will have their learning supported in contexts across all their school contact.

Where discrete SRED is taught in the older classes it may be better to teach single sex groups.

The school community of approximately 80 pupils has a relatively small number of students from ethnic minority groups. The cultural, social, religious and sexual beliefs of all students are respected.

## **The value of the sex and relationship 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 disabilities, and from a range of backgrounds, need first to experience self-esteem before they can establish satisfying relationships with others. For most of them, marriage and parenthood are unrealistic expectations, but this does not mean that they are to be excluded from forming loving and caring relationships during their lives. We endeavour to give our pupils the skills to conduct such relationships with dignity and assertiveness and to avoid being exploited. We believe and understand that all our pupils will go through puberty and have a right to feel safe but also to have the right to a sex life too.

We have a duty to protect our young people and we will be alert to anything disclosed or observed which could suggest a child protection issue relating to any form of abuse. All staff have regular updated training to ensure safeguarding practises and procedures are followed and our pupils are safe

## **Aims**

The Larkrise sex and relationships education programme aims to identify learning outcomes appropriate to the students' age, ability, gender, and level of maturity. It is based on assessment of students' needs, and a knowledge of vulnerable pupils. Section 1 of the Education Reform Act of 1988 states that we must:

- ✓ Promote the spiritual moral cultural, mental and physical development of pupils at the school and of society.
- ✓ prepare such pupils for the opportunities, responsibilities and experiences of adult life

In addition we aim to:

- ✓ provide information and knowledge to which all pupils are entitled;
- ✓ clarify / reinforce knowledge students have already acquired;
- ✓ raise students' self esteem and confidence, especially in their relationships with others;
- ✓ Teach them to respect and value the opinions and feelings of others.
- ✓ help students to understand their sexual feelings and behaviour, so that they can lead happy, fulfilling lives;
- ✓ develop skills (language/ communication, decision making, choice, assertiveness) which are necessary in a range of situations;
- ✓ promote acceptable and appropriate behaviour in public and private situations;
- ✓ give practise of strategies which reduce the risk of exploitation, misunderstanding and abuse;
- ✓ provide the confidence to be an active member of society;
- ✓ Support access to information and facilities.

## **The Sex and Relationship Education Programme**

We offer students a programme of sex and relationships education, and personal development commensurate with their age and physical development, with adaptations for those whose cognitive development is less advanced. All our pupils are working below their age related expectations and not all will be ready for formal sex and relationships education even in the secondary phase. Therefore we will not be teaching a formal sex education programme in the Primary classes. Some of our young people will benefit from discrete teaching while others will benefit from reinforcement in context of appropriate behaviour and learning what is acceptable.

Our work on sex education as in all other subjects will begin at a very early level and the child will progress through at their own pace and ability to understand. The outline below summarises what we believe meets the needs of almost all students. Not all pupils will be taught about HIV, AIDS and sexually transmitted diseases. This has to be a decision taken by the class teacher in consultation with the parents and PSHE co-ordinator. ***All pupils will be prepared as fully as possible for adulthood.***

- Who am I? What do I look like?
  - gender;

- Other characteristics (size, colouring, age).
- body parts;
  - privacy;
  - private body parts;
- Body changes at puberty.
- Who do I know? How do I behave with them?

Teaching staff judge, from their in depth knowledge of the student, when the older students are ready to move on to more specific work on sexuality and relationships, including:

- menstruation
- masturbation and related feelings;
- sexual intimacy and relationships;
- safer sex;
- sexual preferences;
- pregnancy and birth\*
- contraception\*

\*These are considered to be the biological elements of sex education and as such are part of National Curriculum Science and are therefore compulsory.

### **The organisation of sex and relationship education**

It is a legal requirement that children receive a programme of sex education. The Larkrise School governors expect a basic programme of sex and relationships education and personal development to be part of every students' entitlement, from 3 to 19. In the Primary department the work is cross curricular, with many learning opportunities for PSHE in less structured, informal parts of the school day.

In the National Curriculum department one session per week of approximately 45 minutes is set aside for P.S.H.E and sex education forms part of this programme which is taught during term 5. The work is presented in the form and pace best fitted to meet their needs. The subject is taught in small group and individual work to meet the specific and varied needs of the pupils. It is targeted at their cognitive levels.

In the Oldest class (Swans) sex and relationship education is again targeted to need and can be taught through accredited modules.

No teacher will be expected to undertake specific sex education teaching without the support of colleagues, and training.

We expect teaching support staff, to be involved in all aspects of the work, but overall responsibility rests with the teaching staff.

## **Policy on specific issues**

**Students with profound and multiple learning difficulties** are included in ways appropriate to their needs. They experience most of the basic content of self-awareness, gender awareness, recognition of body parts, privacy.

**Contraceptive advice.** Students are taught, in the context of sexual intimacy and safer sex, about the differing types of contraception, and in particular, the use of condoms. Questions are answered honestly, within the students' ability to understand. Should further advice be sought, the appropriate agencies would be consulted.

**Sexual abuse.** We are aware that some students have experienced sexual abuse. We do not consider this to be a reason to avoid sex education and personal matters, but we do work with extreme sensitivity. In these cases we would be guided by other professionals involved. Should disclosure take place during a lesson or to a teacher at another time, we would follow the school guidelines, and inform the designated teacher for Child Protection.

**H.I.V. and AIDS.** We aim to prepare and inform our students for as much independence as possible, so we expect them to learn that condom use is usual and accepted in any sexual encounter. We teach about the possibility of infection being passed on as a result of unprotected sex. We explain the implications of contracting the virus, *making sure the information given is appropriate to the level of understanding of the students.* We answer questions honestly, with the aims of increasing understanding, alleviating anxiety, and to counteract any prejudices expressed. This level of detail would only be taught to students for whom it would have a relevance and who would be able to understand the issues.

## **Resources**

As a subject, PSHE and within this sex education is well resourced. All teachers have access to resources which are stored centrally, and there are resources for all age and ability levels. We also make expansive use of everyday objects, and indeed situations, within our work.

Most specialist materials are illustrative, and include books, videos, C.Ds, posters, and models. We invite parents and carers to meet staff and to see how the resources are used. We acknowledge the skills of all staff involved in the teaching of sex education and consider them a valuable resource.

We have a link with Kate Reynolds an advisor to DFE who is based locally. She has presented a workshop on SRED for parents and this should be a regular opportunity if possible.

## **Use of outside visitors**

We occasionally call on the services of outside visitors to contribute to sex and relationships education. We have, for example, invited pregnant women (usually staff or friends or relatives of staff) to help answer questions They have often returned with

their babies and demonstrated and shared with us some routines and tasks associated with childcare. We also sometimes invite health care professionals into school to support our work and have a link with Kate Reynolds (Sexual Health consultant and author)

### **Guidelines for staff working in the context of personal care and development.**

- Treat every student with dignity and respect.
- Relate to students in an age appropriate way.
- Reinforce the 'private' concept in all situations.
- Discourage older students from age inappropriate behaviour in all situations; for example, hugging and kissing adults as a way of greeting ( other than close friends and family)
- Whenever possible, personal care to be carried out by a carer of the same sex as the student.
- Adults should not enter into discussions about their own private life except in the most general way during sex and relationships issues.

**The privacy of the students to be respected. The students are helped to develop a set of rules for these lessons which include treating all information as confidential and not to be discussed outside of the group. This applies equally to the adults – except in the case of disclosure of abuse issues.**

## **Partnership with parents.**

We place importance on sharing joint responsibility with parents and carers for our students' education on sexual matters. We do our best to comply with wishes or views they may have relating to how sex education is presented to their children, but would not in so doing compromise our equal opportunities policy. We are aware that some parents find dealing with the sexual development of their children hard to cope with, and we are happy to take the initiative.

We take every opportunity to involve, inform, and support parents and carers by:

- Inviting parents to discuss personal development when their child enters each new phase of the school.
- Raising personal development issues at Annual Review meetings.
- Inviting parents and carers to any parent workshops.
- Providing opportunities to work with professionals, and to view and discuss resources.
- Sharing resources for use at home such as private symbols and symbols for body parts or social stories about topics that become useful as our young people go through puberty or learn to relate to others in appropriate ways.

Teachers are always willing to discuss issues or concerns with parents, and keep them informed of plans and progress.

Parents and carers who wish to do so may borrow resources to use in order to work with their children at home.

## **Parents' rights to withdraw their children from sex education.**

From feedback we know that the majority of parents value the sex education opportunities offered to their children; however, apart from the elements which fall within the science. Curriculum, parents have the right to withdraw their children from sex and relationship education. Should parents wish to do this, they will be asked to discuss with the teacher what the student will do whilst withdrawn. It will be made clear that if their children ask questions at other times, these will be answered honestly.

## **Monitoring the sex and relationships education programme.**

The subject co-ordinator is informed about the timings and content of discrete lessons on SREd and also will put together a rolling programme of coverage so that learning is built upon as the young people move through the school and become ready for new learning.