



N.B

SRE – Sex and relationship education

Context:

Saxon Hill School is a special school for children with physical disabilities, who may also have learning difficulties, behavioural problems, sensory issues and complex and medical problems. The age range is from 2 to 19, EYFS, covering 5 key stages. The school has a wide catchment area, serving the whole of South Staffordshire, with some pupils coming from neighbouring authorities. The school operates a sleepover club. This is accessed by an increasing number of pupils over the week.

The process for policy development:

The co-ordinator for the Sex and relationship policy (SRE) is Wendy Arnfield. The policy has been designed and fully implemented with the agreement of all areas of the school. The consultation group for the policy was a true cross-section of the school.

The policy continues to be a working document and is updated whenever necessary. However, it is formally reviewed every two years, where an audit is made of all current the sex and relationship programmes, all new legislation is considered and adopted accordingly, in light of the needs of the pupils at our school. The reviewed policy will also be discussed with the senior management team and Governors before it is formally adopted.

The Policy:

SRE is a whole school issue that involves all members of the school community. At Saxon Hill it is formally taught under the umbrella of the PHSE programme that runs throughout the school and there is also pastoral support for pupils who experience sex-related concerns or difficulties. See PHSE policy for further details.

Aims for SRE:

The aims of SRE are to help and support the pupils through their emotional, physical and moral development. This policy, embedded within the PHSE policy will help the pupils to respect themselves and others and to enable them to move from childhood, through adolescence into adulthood. It will also help;

- to support the role of parents in education of SRE with their children
- to disseminate factual information and to correct any misunderstanding which the pupils may have
- To help pupils understand their own sexual, emotional and social development enabling them to cope with puberty and adulthood with confidence and a positive self image.
- To develop each pupil's ability to make responsible decisions about the relationships they form and to have respect for others, within their own capabilities.
- To give pupils opportunities to explore and reflect on information and ideas in situations which are non-judgmental and supportive.
- to develop the pupils understanding of what is appropriate and acceptable behaviour and to give them the skills to communicate their wishes and views in a variety of situations within their own capabilities.
- To dispel myths.
- To develop a sense of mutual respect and care for others.
- To develop skills relevant to sexual behaviour and situations such as communication, risk management, managing relationships, decisions making, assertiveness, conflict management, seeking help and using services, helping others, etc relevant to sex related behaviours.

School environment, relationships and ethos of the school:

At Saxon Hill School we believe that we provide an environment in which all the pupils are valued and encouraged to make positive relationships. We ensure that there is a safe and secure environment that is conducive to learning.

We acknowledge:

- Self respect
- Respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality.
- Taking account of other people's feelings.
- Mutual support and cooperation.
- Truthfulness and honesty.
- Accepting responsibilities for the consequences of our own action.
- The right of people to hold their own views.

- Not imposing our views on others.
- Not to infringe the rights of others.
- The right not to be abused or taken advantage of by others.
- The right of people to follow their own sexuality within the legal parameters.
- A responsibility to develop relationships, including sexual relationships, based on mutual consent rather than coercion.
- The right to have accurate information based about sex related issues.
- An entitlement to appropriate information and balanced SRE.
- The right to access helping services.

School Curriculum:

Opportunities exist throughout the curriculum for promoting SRE. Parents have the right to withdraw their child from SRE lessons that fall outside the National Curriculum science lessons. Parents do not have to give their reasons for withdrawing their children, but will be made aware of the implications of removing children.

If after meeting with parents they still prefer that their child does not receive SRE, the pupil will work outside the classroom with support. However, Parents will be informed that if a student, who is withdrawn from SRE lessons, asks questions. These questions will be answered honestly and fully by staff, unless otherwise directed. SRE is firmly rooted within the non-statutory framework for PHSE. It is not delivered in isolation. Refer to the PHSE policy.

Throughout the school the SRE curriculum is delivered in a variety of forms. KS1 and KS2, in line with the non-statutory guidance, integrate the subject across the curriculum. Discrete SRE opportunities are also included whenever appropriate. There are separate timetabled sessions for SRE at key stage 3. The 14-19 department allocate time within the weekly timetable to provide a comprehensive SRE curriculum. SRE is also covered in science in line with the requirements of the National Curriculum. (See science policy)

SRE is a lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity.

It has three main elements:

- Attitudes and values.
- Personal and social skills and emotional literacy.
- Knowledge and understanding.

There will be ongoing evaluation and monitoring for SRE in line with the schools' assessment, achievement and recording policy. The member of staff responsible for

each SRE course will also be responsible for its' monitoring and evaluation. Each student, at the end of each course, will complete a course evaluation sheet.

Specific Issues:

Contraceptive advice and information that is given to class groups will be of a general nature. Specific guidance can be given whenever it is felt to be appropriate and will acknowledge religious beliefs. Professional confidentiality will be maintained at all times by all members of staff. Further information regarding confidentiality can be found in the appendix. Procedures for supporting any members of the community affected by HIV will follow Health and Safety guidelines. Issues regarding child protection can be found in the appendix in the document entitled 'confidentiality and handling sensitive issues'.

Approaches to teaching and learning:

Our school can help pupils develop confidence in talking, listening and thinking about sex and relationships. A number of teaching strategies help this including:

- Establishment ground rules with pupils.
- Using 'distancing' techniques.
- Knowing how to deal with unexpected questions or comments from pupils.
- Using discussion and project learning and appropriate materials
- encouraging reflection.

To facilitate pupils learning in SRE:

- The purpose of each lesson is made clear.
- Appropriate learning experiences are planned and meet the needs of all the pupils in the class.
- Learning experiences draw on pupil's own experience or existing knowledge and provide a range of opportunities for pupils to learn, practise and demonstrate skills, attitudes and knowledge.
- Pupils are encouraged to take responsibility for their own learning and to record their own progress.
- Attention is given to developing a safe and secure classroom climate.
- The training needs of members of staff involved with the dissemination of the subject are met.

The school leads the SRE programme but outside visitors have a role. The list of outside visitors who contribute to the SRE varies and changes over time. Each member of staff responsible for teaching a course will indicate in their planning the

role of a visitor. Included in the appendix are some guidelines to ensure a productive and safe visit

There are guidelines for staff on confidentiality and handling sensitive and controversial issues. See appendix.

Celebration of achievement:– assessment, recording and reporting.

As with any learning process assessment of pupils' personal, social and emotional development is important. It provides information, which indicates pupils' progress and achievement and informs the development of the progress.

Pupils do not pass or fail within this area, but they have the opportunity to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on pupil's self awareness and self-esteem. No assessment of pupils is made in the SRE; however, opportunities for pupils to reflect on their progress are identified. It is inappropriate to assess pupils' values but in some circumstances it will be possible to observe and assess how pupils apply their knowledge, skills and understanding through simulated or real experiences.

There are opportunities to record learning and progress in different ways. Every pupil has an annual review of his or her Statement.

Celebration of achievement contributes to building pupil's self-esteem, developing a sense of community and belonging. It helps to create a positive atmosphere in the school and develops pupil's sense of pride. At Saxon Hill we believe that it is imperative that we should celebrate all pupils success. This is done in a variety of forms, informally through spoken praise and responses from all members of staff to more formal methods, such as the giving of merit points in the middle and upper school. Celebration of achievement is made during the end of term assemblies where cups and certificates are awarded to pupils throughout the school where all aspects of progress are identified and reported. This continues throughout their time at Saxon Hill. All pupils at Saxon Hill have a record of achievement folder into which significant achievements are recorded

Working with Parents:

Saxon Hill seeks to work in partnership with parents to provide effective SRE. Parents need to know that the school's SRE programme will compliment and support their role as parents and that they can be actively involved in the determination of the policy.

We place the utmost importance on sharing and joint responsibility with parents/ carers for their child's education on SRE. Without compromising the equal opportunities policy we ensure that SRE is delivered sympathetically and in line with their wishes. Should an issue arise then the Head teacher will discuss the matter.

We inform and involve parents/carers

- By making a clear commitment in the school prospectus.
- Placing SRE on the agenda at the annual meeting
- Raising PHSE issues at the annual review
- Regular update meetings with the Governors to highlight the developments.
- Encouraging a dialogue with the parents on any SRE related issues.

Links to other policies:

Other whole school policies contribute to the SRE development of the pupils. This curriculum is closely linked to other areas, in particular, Science. There is continuous dialogue between the departments to ensure that the schemes of work compliment each other. The policy forms part of the PHSE programme and is thus closely related.

Dissemination and review:

The policy will be widely disseminated throughout the whole school
The following departments will receive a copy.

- Senior management team
- Medical department
- Physiotherapy and speech therapy department
- Hostel
- Ks.1, Ks.2, Ks.3. Ks4, Ks5
- TSAs
- Parents
- Governors

The policy will be reviewed biannually. The date of the next review will be Autumn Term 2018.