

Sex and Relationship Education Policy (SRE)

1 What Is Sex and Relationship Education?

SRE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

The term *sex and relationships education* – *SRE* – is used in this policy rather than *sex education*. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

2 Principles and Values

At Wilsic Hall School and Fullerton House School we believe that SRE should:

- Be an integral part of the lifelong learning process.
- Be an entitlement for all young people.
- Encourage every student to contribute to make our community and aims to support each individual as they grow and learn.
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

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3 Sex and Relationship Education in this school has three main elements:

1) Attitudes and Values

- learning the importance of values and moral choices;
- learning the value of family life and loving relationships;
- learning the value of respect, love and care;
- developing decision-making skills.

2) Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning social rules which govern acceptable and non-acceptable behaviour;
- learning to make choices;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter).

3) Knowledge and Understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services where appropriate;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- the avoidance of unplanned pregnancy where appropriate.

4 A specialised programme of Sex & Relationship Education has been developed within Wilsic Hall School and Fullerton House School. The programme takes into account the learning needs of students with ASD and moderate to severe learning difficulties. All teachers have a copy of the whole school SRE framework and access to recommended resources for teaching. The programmes of study are generally taught at a lower level than the norm for students at each key stage.

5 Aims

The aim of SRE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our SRE programme aims to prepare students for an adult life in which they can:

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- Develop awareness of the physical self, how it functions and how changes occur over time.
- Develop practical strategies for self-management of body actions such as menstruation and erections, and related physical symptoms such as stomach cramps.
- Develop awareness of emotions and how they relate to behaviour of self and others.
- Develop understanding of how physical changes can affect emotional responses (female & male hormonal changes) and to help students to self-manage these.
- Develop awareness of the differing nature and levels of relationships and the codes of conduct relating to them.
- Develop awareness of codes of conduct governing sexual expression & sexuality, particularly in relation to understanding the concepts and implications of 'public' & 'private' behaviours.
- Develop an awareness of different 'life choices' with regard to transitions from school and home in relation to the development of relationships as part of a wider context.
- Develop strategies for 'keeping safe' and for protecting themselves against exploitation or abuse.
- Develop an understanding of the physical aspects of reproduction, contraception and sexual health as appropriate to age and cognitive ability of the individual pupil.
- Communicate effectively by developing appropriate terminology for sex and relationship issues.
- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- Develop awareness of their sexuality and understand human sexuality.
- Be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary.
- Know how the law applies to sexual relationships.

6 Organisation and Content of Sex and Relationship Education

Wilsic Hall School and Fullerton House School specifically delivers Sex and Relationship Education through their PSHEE Programme, RE and Science lessons at KS3, and KS4. The PSHEE Programme and Science National Curriculum are taught in every year. There is full coverage of SRE within the Foundation Learning curriculum (14-19).

SRE lesson content for all relates to body awareness & gender recognition, the development of personal hygiene & grooming skills, toileting routines, basic safety procedures, basic healthy eating & exercise routines, basic rules governing public/private behaviours & appropriate/inappropriate touching of self & others. At KS3, lesson content broadens to encourage acknowledgement

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of key people in their lives, the continuing development of co-operative skills with a greater range of people and recognition of basic emotions.

SRE lesson content in the 14 -19 phase of the school embraces aspects of:

- Life cycle work such as ageing & body changes from birth/puberty/future changes.
- Menstruation & masturbation.
- Sexual expression with others.
- Developing understanding of emotions & behaviour of self & others.
- Self-presentation & developing interpersonal skills.
- Appropriate/inappropriate behaviours.
- Intimate aspects of personal hygiene & coping with health check ups.
- Increasing variety of exercise & healthy eating and keeping safe from abuse.

For a few students, SRE includes opportunities to express anxieties about coming to terms with their disability and coping with stress or depression.

Assessment is carried out at the end of every module and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

The key areas covered by the Sex and Relationship Education framework are as follows:

The Physical Self
Emotions
Relationships
Sexual Expression
Choices and Consequences
Personal Health and Safety

These include links to Drugs and Alcohol information including medicines and keeping healthy and Advocacy support at KS3 – 5 including additional information on medicines.

7 Growing and Learning for our Young People

For some young people with a learning disability it may be confusing or alarming when physical and emotional changes occur. At Wilsic Hall School and Fullerton House School we aim to develop strategies for coping with change as they grow and develop physically and emotionally.

Many students may not understand the 'rules' of society 'naturally' and their understanding of what behaviour is acceptable may be impaired. We aim to support young people in learning these social rules and to understand when it is safe and appropriate to express their sensual feelings.

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8 Inclusion

Due to the considerable diversity that exists between students at Wilsic Hall School/Fullerton House School with regard to cognitive functioning, it is not appropriate for all students to cover every aspect of the curriculum. The more abstract aspects such as issues relating to developing sexual relationships with others may be taught to a minority of students for whom there is relevance.

For some students it will be appropriate to teach only the functional aspects of the curriculum that have relevance to the individuals concerned. For a minority of students it is more appropriate to address specific areas of difficulty as and when they occur and to continue to work on early development objectives at other times.

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

English as an additional language

Particular care will be needed with students whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support. Young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them.

9 Partnership with Parents/Carers

Most of a pupil's informal sex and relationships education occurs within the family and the school's programme will complement and build on this in co-operation with homes. Parents/carers have the right to withdraw their child from some, or all, SRE lessons but not statutory Science lessons. If a parent/carer wishes to withdraw their child they need to have a discussion with the Headteacher, so that he/she can be made aware of the reasons and provide alternative arrangements.

At Wilsic Hall School/Fullerton House School parents are encouraged to discuss their decisions with staff at the earliest opportunity.

Close liaison with parents & carers is maintained at all stages of the Sex & Relationship Education curriculum. Parents & carers are encouraged to liaise with their child's class teacher in the first instance but advice & support may be

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sought from the PHSE Co-ordinator who can meet with the parents/carers if appropriate.

Letters inviting parents & carers to meet with staff to view lesson content/resources are sent prior to SRE lessons being taught within the 14 -19 phase. Parents are welcome to review any SRE resources the school uses.

10 Teaching Strategies

As much as possible we provide an interactive learning environment which is motivating and allows students to practise skills as well as to gain information and knowledge. We also allow time for reflection.

11 Confidentiality and Child Protection

All staff members and external visitors, who work with our students, will be given a copy of this policy and our School's Child Protection Policy.

The Headteacher or Child Protection Officer will have a discussion with any health professional or other adult before they start to work with our children. This is to ensure they are familiar with our policy and expectations regarding correct practice and how to respond to issues, including those that may relate to Child Protection matters.

Teachers cannot offer unconditional confidentiality. Teachers are not legally bound to inform parents or headteacher of any disclosure unless the headteacher has specifically requested them to do so.

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first. Students will be encouraged to allow teachers to liaise with parents with regard to issues that would benefit from being shared. Students will be informed in the eventuality that a confidence must be breached due to the seriousness of the disclosure.

12 **Standard Forms, Letters and Documents**

None.

13 **Other Documents to be Referred to**

13.1 [Safeguarding Children - Policy and Guidance, ReS 2.1B](#)

13.2 [Fullerton House School Safeguarding and Child Protection Policy, ReS 3.10A](#)

13.3 [Wilsic Hall School Safeguarding and Child Protection Policy, ReS 3.10B](#)