



Jack Tizard School

Teaching Sexuality and Relationships Education Policy

Approved by Governors Autumn 2014

Context

In accordance with the Department for Education's Guidance on Sex and Relationship Education (July 2000 Dept for Education 0116/2000) this policy document outlines the rationale, purpose and implementation of Sexuality and Relationships Education for the pupils at Jack Tizard School. This policy also takes account of the Supplementary Advice 'Sex and Relationships Education for the 21st century' created by the PSHE Association and others, 2014.

Principles

Jack Tizard School supports the personal and social development of all pupils within the context of valuing difference and respect for all, promoting self awareness and independence. Young people have the right to a Sexuality and Relationships Education (SRE) programme that ensures that they are provided with information and opportunities to:

- know and understand themselves
- explore their feelings
- accept their own sexuality and that of others
- express their sexuality in positive and appropriate ways
- experience and enjoy relationships that are founded in mutual respect and responsibility.
- develop skills to help them make good choices and stay safe

'Sex and Relationships Education should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and of society and preparing pupils for the opportunities, responsibilities and experiences of adult life'

'Pupils should learn the significance of marriage and stable relationships as key building blocks of community and society'
DfE Guidance 2000

The Children's Act 2004 suggests sex education is vital in 'promoting emotional well-being'

Equalities Statement

Developing an inclusive curriculum is a statutory requirement of the National Curriculum. We will ensure that:

- All pupils are encouraged to develop and display attitudes of mutual knowledge, understanding and acceptance.
- Staff are aware of pupils' religious, ethnic, cultural and linguistic heritage.
- Teaching and learning methods take account of the diversity of pupils' needs and encourage positive attitudes to diversity and race equality.
- The resources, images and contexts used are inclusive and diverse: mirroring the pupils' own lives and offering insight into other lives.
- Schemes of work and lesson plans are based on diverse backgrounds, experiences and cultural perspectives

In accordance with the Equalities Act 2010 issues related to gender stereotyping and sexual identity discrimination will be addressed where appropriate.

Partnership with Parents and Carers

At Jack Tizard school we believe in working closely with parents/carers and families to ensure the best outcomes for our pupils and believe that a joint approach to learning about growing up, keeping safe, relationships and other areas of SRE is highly beneficial.

SRE policy links to other school policies

- Equal Opportunities
- Teaching and Learning
- Religious Education
- Curriculum Planning and Monitoring
- Behaviour
- Personal Care
- Child Protection
- PSHE and Citizenship
- Science
- Health and Safety
- SEN
- ICT including E safety
- Safeguarding

This SRE policy will:

- Provide information for staff, parents, carers and visitors to support their understanding of how Sexuality and Relationships Education is taught at Jack Tizard School
- Provide information for parents/carers should they wish to withdraw their children from SRE
- Identify staff responsibilities for planning, monitoring and evaluating the teaching Sexuality and Relationships Education
- Be regularly reviewed to reflect any significant changes to government legislation and/or at the discretion of the Head/Governors

Aims of SRE

Pupils are entitled to receive SRE at a level appropriate to their age, ability and emotional development. The SRE at Jack Tizard School is specifically and individually designed according to the age, needs and understanding of pupils and students. SRE at Jack Tizard School is responsive to the specific cultural and religious views of pupils and parents.

SRE at JT school aims to provide pupils with:

- Appropriate information which is clear, honest and straightforward
- Knowledge about their bodies and the changes that happen as they grow up
- Social skills and strategies including valuing the importance of family, friends and others at school or in the local community
- Structured opportunities for pupils to acquire and develop the skills and knowledge necessary to initiate and maintain positive relationships with others
- Opportunities to make and communicate informed choices
- Knowledge about loving relationships, the nature of sexuality and the processes of human reproduction in the context of their own life cycle
- Strategies to help them keep safe, recognize risk and seek appropriate help and support in order to reduce the risk of exploitation and abuse

How Sex and Relationships Education will be delivered

SRE is taught within the context of a broad and balanced programme of Personal, Social and Health Education (PSHE)

Staff

- The planning, monitoring and evaluating the teaching of SRE will be undertaken by the Senior Management Team, under the direction of the Head Teacher.
- SRE will be delivered by class teachers in Key Stages 1 & 2
- SRE will be delivered by class teachers, in liaison with specialists from Image In Action, in Key Stages 3, 4, and Post-16
- Initially, teachers in KS3 & KS4 will team teach with the specialist trainer from Image In Action during the initial training period of 10 weeks
- Teachers in KS3 & KS4 will continue to deliver the relevant components of the SRE programme when appropriate to the needs of their classes

Curriculum Organisation

At Jack Tizard School Sexuality and Relationship Education is addressed through pupils' experiences in the taught curriculum, the informal curriculum and through opportunities for extra-curricular activities.

The content of the programme relates to the National Curriculum and to the PHSE and Citizenship areas of study. These are drawn from:

- The National Curriculum Science (2014)
- The PSHE Association- 'A Programme Of Study'
- Planning, teaching and assessing the curriculum for pupils with learning difficulties - Personal, social and health education and citizenship
- The National Curriculum Framework for PSHE and Citizenship
- The EQUALS Schemes of Work for PSHE and Citizenship for pupils with SLD/PMLD
- ASDAN: New Horizons, and Entry 1 Qualifications in Personal Progress

- SRE will be delivered in the autumn term every year in KS3, 4, and Post 16
- Additional sessions will be incorporated as and when the need arises for a particular class

Content

Sexuality and Relationships Education is an integral part of the PSHE curriculum which runs through all Key Stages. SRE enables the development of knowledge and skills and learning about feelings and behaviour

Where the class teacher feels that the topics or learning objectives may be inappropriate for a particular pupil, then a suitably differentiated alternative will be offered and recorded.

It may not be appropriate to teach all aspects of this SRE programme to all pupils.

Topics

The topics below are taught to pupils according to their needs and abilities. We start teaching the important foundation topics in KS1 and 2 and may revisit them within the secondary programme in an age appropriate way e.g.

Learning about 'Public and Private'

- Studying the topic of 'Public and Private' in KS1 may include staff acknowledging that the toilet is a private place in school
- 'Public and Private' in KS2 may include understanding that there are parts of the body that are private
- 'Public and Private' in KS3 may be about learning about behaviour that is ok and not ok in public, and the right to a private place at home perhaps in the bathroom or bedroom
- 'Public and Private' in KS4/Post 16 may include understanding why a couple would want and need privacy in an intimate relationship

Primary

For Primary aged pupils, the areas of study for Sexuality and Relationships Education are linked to the two year departmental topic cycle.

At the end of Key Stage One pupils will have been part of a programme that covers:

Additions from the new National Curriculum 2014 (statutory from Sept 2014)

- Sensory awareness
- Self-awareness-including behaviour
- Relationships – people around us
- Learn to play and work co-operatively
- Gender
- Public and Private
- Language for Body Parts
- **Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense**
- **To notice that animals, including humans, have offspring which grow into adults**

At the end of Key Stage Two, pupils will have been part of a programme that covers:

- Relationships – family and friends
- Begin to recognise feelings of self and others
- Appropriate behaviour – people, hygiene, privacy
- Similarities and differences
- Saying “No”
- Life cycles
- Puberty and body changes

LOWER KS 2

- **Identify that humans and some other animals have skeletons and muscles for support, protection and movement and be introduced to the main body parts associated with the skeleton and muscles)**

UPPER KS 2

- **Describe the life processes of reproduction in some plants and animals (find out about different kinds of reproduction , including sexual and asexual reproduction in plants, and sexual reproduction in animals)**
- **Describe the changes as humans develop to old age (learn about the changes experiences in puberty)**
- **(learn about stages in the growth and development of humans)**
- **Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood**
- **Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function**
- **Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents**

Secondary

For Secondary aged pupils, the areas of study for Sexuality and Relationships Education are linked to the two year departmental topic cycle, as well as the relevant modules or units of study within the ASDAN personal development programmes: 'New Horizons' or 'Entry 1 Qualifications in Personal Progress'

At the end of Key Stage Three, pupils will have been part of a programme that covers:

- Hygiene
- Appropriate Behaviour
- Relationships - emotional relationships, fancying, Sexual intercourse
- Human Reproduction in terms of life cycle
- Puberty - body changes, menstruation
- Masturbation
- Contraception
- Consent
- Diversity
- Risk
- Safety
- The structure and functions of the human skeleton, to include support, protection, movement and making blood cells
- Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyles on the foetus through the placenta
- The effects of recreational drugs (including substance misuse) on behaviour, health and life processes

At the end of Key Stage 4 and Post 16 pupils will have been part of a programme that covers:

No statutory requirements have been specified within Key Stage 4 and Post 16

- Hygiene – pride in appearance, menstruation, Sexually Transmitted Infections
- Appropriate behaviour
- Relationships – family & friends, sexual, formal, making new friends
- Where to go for help/advice
- Human reproduction
- Privacy, individual choices and feelings
- Masturbation
- Contraception
- Child birth and child development
- Awareness of the importance of E safety e.g. using mobile phones or social networking sites
- Grooming

This is adapted from Health Education and Special Needs from Health Education in Scottish Schools, 1994 and Let's Plan It, Image in Action 2005 with additional current topics.

Methods

The methods used to teach SRE will be clear, engaging and appropriate for the age and abilities of the pupils. Explanations and materials may need to be explicit and visual in order to meet the individual needs of some pupils. All resources used will be specially designed for teaching SRE. Techniques will be used to ensure that pupils do not need to answer personal questions in a group.

Pupils will be arranged in groups for SRE in a way that will reflect their individual needs and abilities as well as physical maturation. Single gender groups will be used if appropriate.

On occasion, Jack Tizard school may offer a pupil individual SRE sessions to address a specific SRE issue.

Jack Tizard school reflects our diverse local community and we will be sensitive to the cultural/religious backgrounds of the pupils in our teaching of SRE.

Resources

The SRE programme will be supported with appropriate, resources that are free from stereotypes. (i.e. disability, sexuality, ethnicity, religious and/or gender stereotypes.) Some resources may contain explicit material in order to ensure clear understanding and all resources used will be specially designed for teaching SRE. Care will be taken over the appropriateness of materials and the context in which they are used.

The work will be contained and confidential. The resources will be stored securely and only used when a member of staff is present.

Working with Parents/Carers

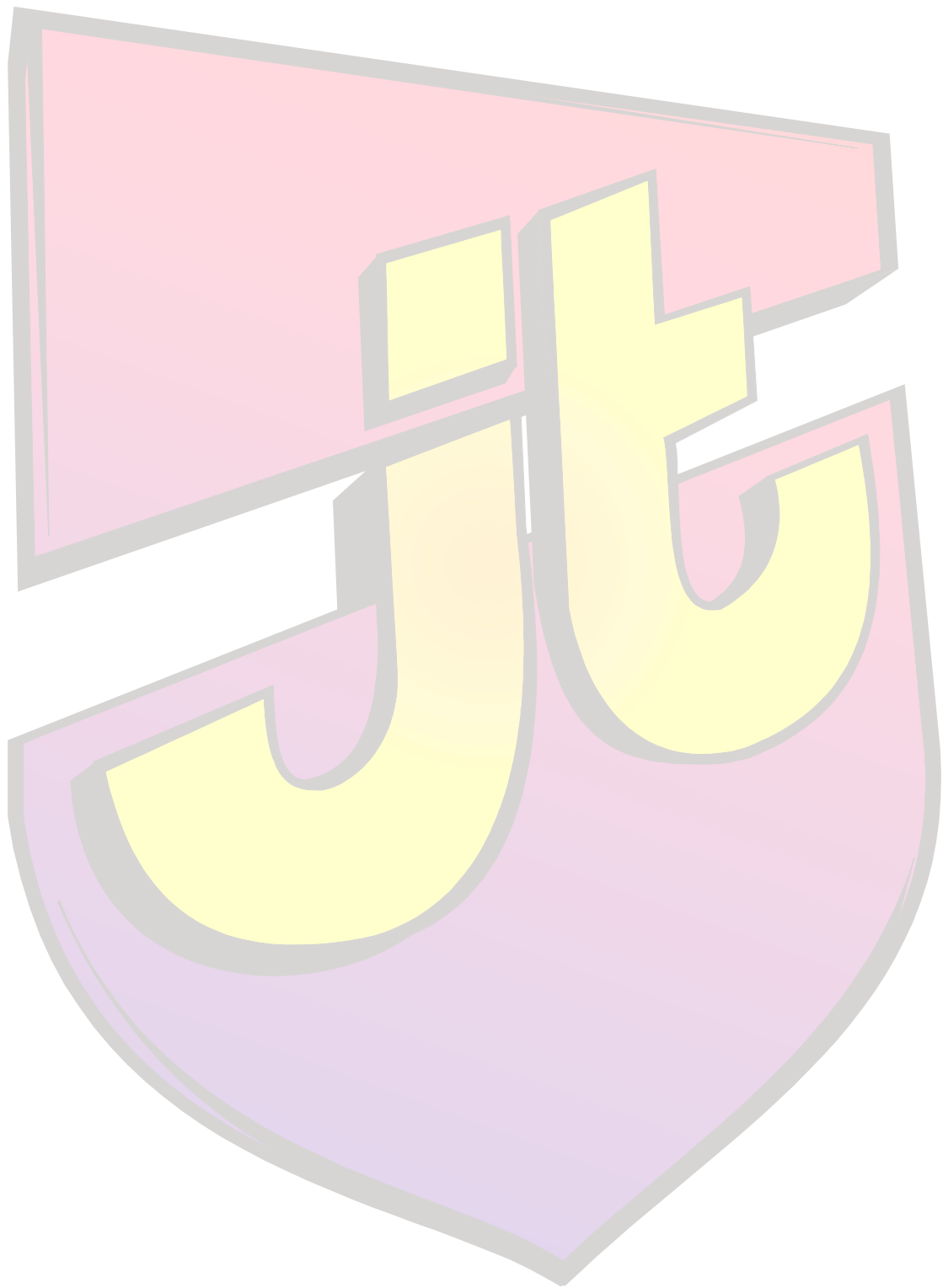
All parents will have access to the SRE Policy, the SRE Curriculum and teaching materials. Parents will be asked to give written consent to SRE for their child. They will be offered the opportunity to seek further information.

Parents have the right to withdraw their children from SRE lessons that fall outside those aspects covered in 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. Such as:

- Increased vulnerability; vulnerable children have a higher chance of being unable to manage risk when and if they encounter situations.(NSPCC 2011)
 - It will be the responsibility of parents to provide information on SRE issues if they withdraw their child from school SRE
 - A pupil may struggle to manage body changes during puberty
 - The pupils will lack knowledge that has been shared with peers in the school
 - A pupil may have lower awareness of the diversities of relationships outside of their own family/culture.
 - A pupil would have less opportunity to practice assertiveness and consent skills in a safe teaching environment.

If a parent is considering withdrawing their child from SRE, they will be asked to meet with the Head teacher to discuss their concerns.

If it is agreed that a pupil be withdrawn from SRE, alternative provision will be made in another class for that pupil.



Confidentiality

Teachers and other school staff will respect confidentiality of the pupils when discussing personal or private issues.

If a member of staff has any concerns about an issue raised by a pupil, they will seek the advice of the Head teacher.

If a pupil **makes a disclosure of sexual abuse, or demonstrates behavior that is concerning** during a SRE lesson, the school staff will follow the guidelines laid down in the school's Safeguarding and Child Protection policy.

