



Castle Hill School

SEX & RELATIONSHIPS EDUCATION POLICY

Policy Created	2015
Committee	Joint
Last review	2015
Frequency	3 years
Date to be reviewed	2018

General Policy Statement

At Castle Hill School we intend to provide a safe, secure, caring environment where everyone is valued and respected equally. We aim to provide an inclusive education where children develop independent learning skills and are taught according to need whatever their age, gender, background, beliefs or abilities.

National legislation re disabilities, race relations and special education needs underpin this policy, which has also taken into consideration national, local and school policies on Special Educational Needs, Equal Opportunities and Health and Safety.

General Curriculum Statement

The fundamental principle behind curriculum design at Castle Hill School is personalisation. The learning needs of each pupil are rigorously assessed on entry to the school and on a regular basis through their school career. This work has included a full audit of learning needs (initially carried out in the spring and summer terms of 2014, but ongoing as required). In this, every aspect of each pupil's learning needs is reviewed, bringing in the experience and expertise of a wide range of staff, professionals and parents/carers to identify priority areas for the pupil's personalised curriculum. Each pupil's curriculum is therefore bespoke.

For more information please refer to the Curriculum Statement (a separate policy).

Sex & Relationship Education Philosophy

Sex and Relationship Education (SRE) covers moral, social, biological and physiological aspects of our pupils' lives, and includes elements of Personal and Social Education.

The school's policy aims to take account of the individual needs of each child and particularly recognizes needs of protection for those who are unable to communicate their own wishes. The policy recognizes each individual's rights to sexual experience realising that this raises issues of social awareness and mutual respect for children and carers.

The school recognizes the need to work with parents/carers to balance rights and duties, and to share information. The child's well being should be our mutual priority.

Practice

All people working with pupils at the school should be aware of the policy, discuss issues and receive training.

With the curriculum we include

- encouragement of development and exploration of values and moral issues
- consideration of sexuality, personal relationships and appropriate behaviour
- the development of communication and decision - making skills the fostering of self-esteem, self awareness, a sense of moral responsibility and the skills to avoid and resist unwanted sexual experience

The practice has three fundamental dimensions:

1. Knowledge
2. Social Skills
3. Attitudes and Values

Curriculum Delivery

Parents', carers' and, where possible, the individual's consent will be sought prior to specific sex education which may take the form of group activities relating to general aspects of sex education or individual sessions addressing individual issues.

Curriculum delivery will be through a personalised learning programme and will include personal and social education which will also have cross curricular links into:

- Science - Programs of Study - Life processes and living things
- English - Speaking and listening
- Religious Education - Ethnic, cultural and religious issues

Resources

The modules can be based on the resource package "Living your life" developed by Ann Craft and members of the Nottinghamshire SLD Sex Education Project. Supplementary materials will be loaned from the Health Promotion Unit (see *resource catalogue for schools*). These materials will be stored in the school's topic resource room. There is a stand alone unit, which will look at human reproduction and sex education.

Performance

Throughout their education students will have the opportunity to learn about sexual behaviour and be able to make informed decisions. The students will learn to have respect and privacy for others and themselves.

Pupils' observable behaviours and feedback from home may give some indication of the effectiveness of the school's programme.

Guidelines for staff

To supplement this policy the staff working with the pupils will be aware of the following areas

- the role of the School Nurse
- changing and toileting
- voluntary helpers
- age appropriateness behaviour
- medical issues eg rectal valium
- therapies - bodily contact
- in service training and self awareness of policy

Staff members need to recognise and understand:

- That as staff they are entitled to support, supervision, training and advice in relation to working with the pupils personal and sexual needs and should have information about where they can get this from

The School is responsible for ensuring that:

- the beliefs of the pupils are acknowledged and respected, social and emotional development is fundamental to a good quality of life
- the obligation to protect vulnerable children from inappropriate sexual harassment and /or abuse by other people is recognised
- that beliefs and values of parents/carers do not override those of the pupils
- effective monitoring takes place through regular monitoring ensuring best practice

Age Differentiation for PHSE

Children in the Early Years follow the Early Years Foundation Stage curriculum. This covers the following areas of learning:

- Personal social and emotional development:

- Communication and language
- Literacy
- Mathematics
- Understanding of the world
- Physical development
- Expressive Arts and Design

At Key Stage 1 elements of PHSE are addressed within the Science Curriculum through Life Processes:

- a) The differences between things that are living and things that have never been alive.
- b) that animals, including humans, move, feed, grow, use their senses and reproduce
- c) about the role of drugs as medicines
- d) that humans can produce babies and these babies grow into children and then adults

Schemes of work can include an introduction to:

- a) Body awareness
- b) Looking after me

This will be part of the topic work relating especially to People Who Help Us, Feeling Good and Our Bodies. (eg. the role of doctors, dentists and nurses and learning early self-care skills)

At Key Stage 2 PHSE can include modules of work on:

- a) Looking after me.
- b) Relationships
- c) Being social

Issues addressed can include:

1. Changes associated with puberty; emotional changes and physical development.
2. Learning to communicate and make informed decisions and choices relating to adulthood.
3. Developing skills in personal care.
4. Understanding roles and relationships, gender issues and family structures.

At Key Stage 3 a module of work dealing with drug awareness and sexually transmitted diseases including Aids can be followed. Sexual decision making and associated responsibilities may be discussed. Units of learning can include:

1. Appropriate sexual behaviour
2. Contraception
3. Pregnancy
4. Childbirth and parenting.

Again this is substantiated through Science in the National Curriculum - Life Processes and Living Things:

- a) That there are life processes, including nutrition, movement, growth and reproduction, common to animals and humans
- b) The main stages of the human life cycle
- c) That tobacco, alcohol and other drugs can have harmful effects.

Work will be undertaken in collaboration with school nurses and representative from Health Promotion and Greenhead Resource Unit.

In The Sixth Form pupils will address healthy living, personal care, self awareness, family and friends, emotions, and relationships as part of their curriculum, and as appropriate to the individual.

Reviewed December 2015 by Sasha Styan and Dan Pearce
Approved by: