



## Sex and Relationships Education

<b>Formally adopted by:-</b>	<b>The Clare School</b>
<b>On:-</b>	
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“Children with disabilities need not only to receive the same sex education as able bodied children but more, and particularly if they are to overcome barriers to sexual development.”

World Health Organisation

## 1. What is Sex and Relationships Education?

Sex and relationships education is part of the programme of PSHE at The Clare school and forms an important part of lifelong learning about emotional, physical and moral development. It is about the understanding of the importance of family life, friendships and stable relationships, respect, love and care. It is also about sex, sexuality and sexual health. Some parts of sex and relationship education will include aspects of the programme of study for science.

There are three main elements:

- i) Attitudes and values
- ii) Personal and social skills
- iii) Knowledge and understanding

## 2 What are the aims and objectives of Sex and Relationships Education?

Effective sex and relationship education should aim to enable pupils to make responsible, informed and healthy decisions about their lives both now and in the future. It should support their physical, emotional and moral development as they develop through childhood to adolescence and into adulthood.

To achieve this aim at The Clare School the sex and relationship education programme will help young people:

- To learn to respect themselves and others.
- To develop emotional literacy to enable them to express their own feelings and understand the feelings of others.

- To develop the skills and understanding needed to live confident, healthy and suitably independent lives.
- To understand human sexuality and the process of human reproduction.
- To take responsibility for their own actions.
- To understand the importance of loyalty and honesty in relationships.
- To understand the importance and responsibilities of families for all members and respect different sorts of families.
- To recognise and know how to avoid exploitation and abuse.
- To understand where they can go for further information and advice on issues such as contraception.

### 3. How and by whom is sex and relationships education provided?

Sex and relationship education is provided as part of the PSHEE programme of study from Key stage 1 to Key stage 4 and within the sixth form. In the foundation stage and classes following the Pre-Formal Curriculum, sex and relationship education forms part of the Personal, Social and Emotional Development.

The provision is based around meeting the aims and objectives listed in section 2 above and the three main elements listed in section 1. Emphasis will be placed on developing self-confidence and positive self-esteem. Each individual's own feelings, attitudes and experiences will be valued and pupils will be encouraged to show respect for others.

The language used to deliver the sex and relationship education programme will be appropriate to the individual pupil at the time, the correct terminology will be used in order to avoid confusion.

The following topics will be covered:

- The importance of friendships and relationships with others
- Learning about our bodies and the changes we go through
- Looking after ourselves and others, keeping safe, making healthy choices
- Learning about a range of emotions; how to cope with feelings

- The ways in which families are important and different roles within the family, including the importance of marriage.
- Developing and maintaining a healthy lifestyle to include safe sex and the use of contraception

Through the science curriculum pupils will have the opportunity to reinforce their understanding of humans as biological organisms. Within RE, pupils will have opportunities for further consideration of the ways in which relationships can develop and of the importance of marriage as a part of family life.

The PSHE co-ordinator will monitor the teaching of sex and relationship education throughout the school and oversee the use of resources. Class teachers within the Primary Department and Pre-Formal groups will normally be responsible for the delivery and will ensure effective home-school communication. In the Secondary Department, SRE will be taught by trained teachers and support staff.

At times it may be appropriate to use other agencies to assist in the delivery of sex and relationship education, for example, the school nursing service; this will be planned and agreed in line with school policy.

#### 4. Confidentiality

On extremely rare occasions sex and relationship education may lead to disclosure from a pupil who may have been abused or appear to be at risk of abuse. In this case the member of staff must follow the school's Safeguarding Policy.

The use of ground rules in lessons will offer a safe environment for young people to talk and receive factual answers to their questions. Pupils and parents must be aware that teachers cannot offer unconditional confidentiality, but that if confidentiality has to be broken, they will be informed first and supported as appropriate.

#### 5. Sensitive issues

The importance of stable relationships and the value of family life is one of the themes which is central to sex and relationship education. Marriage is an important concept, but it is equally important to recognise that there are

many other types of families which provide an excellent environment within which children flourish. Staff must be sensitive to the backgrounds of pupils when discussing family life. The personal views and attitudes of staff are not to be shared with pupils, the agreed aims and values of the school are those which are to take precedence.

Staff will need to take into account the physical disabilities and medical conditions of individual pupils when delivering sex and relationship education. Short life expectancy, specific medical conditions and emotional development should be considered with sensitivity at all times.

## 6. Resources

The school is developing a collection of resources to assist in the delivery of sex and relationship education. Resources need to match the chronological age and the maturity levels of pupils in order to meet their needs. Gender stereotyping should be avoided, and teachers should be sensitive to issues relating to the needs of faith groups and individual pupils.

The use of visitors to enhance the provision of sex and relationship education will compliment the planned programme with guidance and support sought from the Sexual Health Promotion Unit.

## 7. Monitoring and Evaluation

Sex and relationship education will be monitored in line with the Clare School monitoring and evaluation programme. The PSHE co-ordinator will be responsible for monitoring teaching throughout the school, both through direct observation of colleagues and through monitoring the medium term plans drawn up by teachers responsible for delivery. Teachers will be expected to evaluate their lessons, this will also be available to the co-ordinator to assist in the ongoing development of sex and relationship education.

## 8. Assessment, reporting and recording

Sex and relationship education will follow the school's policy on these matters.

Pupil progress will be recorded using the Bsquared system for PSHE and occasionally for science.

Assessment will be based on evidence from discussion, role play, written work and any other relevant ways that pupils demonstrate learning.

The pupil's Annual Review Report will include a section giving information on their progress in PSHE.

Each pupil's LSP will have an opportunity to include a target which may be relevant to sex and relationship education if appropriate for the individual.

## 9. Cross Curricular links

As mentioned earlier, sex and relationship education has links with science and R.E. In the delivery of the literacy strategy teachers will often use texts which have a relevant moral, emotional or physical health related theme. The assembly content may also be relevant to some areas of sex and relationship education. Clubs and sporting activities will also have an emphasis on building positive relationships and teamwork.

## 10. Teaching and learning styles

The PSHE curriculum is taught using a range of styles, both to ensure accessibility for all pupils and to enhance the level of engagement in the subject. Discussion, role play, varying group sizes, circle time, the use of ICT are some of the ways this is done. Teachers will differentiate in order to take account of the needs of all individuals within a class or group.

The setting of ground rules plays an important role, pupils must feel safe and not feel that they are forced to respond if they are uncomfortable with the subject. Discussions must be depersonalised through the use of appropriate language. If a question arises which is too explicit for other members of the group, or not age appropriate, the teacher must acknowledge this and attend to it later on a more personal basis.

The teaching of sex and relationship education is inclusive to all pupils, and it is felt that it is appropriate to teach all elements of SRE to mixed sex groups, to ensure all pupils are aware of the changes they are going through.

Time should be given at the end of each session to enable pupils to reflect on their learning and raise any further questions they may have.

#### 11. The Role of Parents

Parents are the most important people in the development of a young person's emotional, physical and social well-being; the school hopes to work in partnership with parents on sex and relationship education as on all other matters.

Parents have the right to withdraw their son or daughter from all or part of the school's sex and relationship education programme (Education Act 1993), but not that which forms part of the science programme. Any decision to withdraw their son or daughter from the school's sex and relationship education programme must be made in writing to the school.

Prior to a sex and relationship education module being taught in school a letter will go to relevant parents giving information and informing them of their right to withdraw their son or daughter.

#### 12. Policy Review and links

This policy will be reviewed on an annual basis, or earlier if required. It will be reviewed by the PSHE co-ordinator, SMT and Governors.

This policy relates to other policy documents, in particular:

PSHE and Citizenship  
Confidentiality  
Teaching and learning  
Assessment recording and reporting  
Science  
RE

This policy is to be reviewed Spring Term 2023, or earlier if needed.

Spring Term 2020