



INVESTOR IN PEOPLE



**Fountaindale**



**SEN SPECIALIST  
SCHOOLS**

# **SEX AND RELATIONSHIP EDUCATION POLICY**

**February 2016**

**Review date: December 2016**

## **Introduction**

Fountaindale School is a Nottinghamshire Local Authority Special School for pupils ages 3 to 18+ whose special educational needs fall predominantly within the category of complex physical needs and disabilities. All of our pupils have associated learning difficulties, some may have a sensory impairment and/ or communication difficulties.

Fountaindale School recognises that a clear SRE policy will support the school in meeting outcomes of staying healthy and staying safe. This policy has been drawn up by reviewing the previous Fountaindale SRE policy. It incorporates the latest guidelines and ensures a framework for a relevant SRE curriculum for all of our pupils and students taking into account issues such as sexuality, disability, ethnicity and faith. Our whole school approach is that we believe our pupils/students have entitlements to a person centered appropriate SRE curriculum.

Pupils/students will learn:

Pre- formal curriculum:

- About relationships.
- Body awareness.
- Communicating 'yes/no'

Semi- formal curriculum:

- About gender.
- Hygiene.
- Relationships.
- Appropriate touch and boundaries.

Formal curriculum:

- Knowing my body.

- Communicating choices.
- Understanding emotions.
- Feelings.
- Empathy.
- Public and private.
- Being safe (E-safety and an awareness of the risks of sexual exploitation).
- Rights, responsibilities and consequences.
- Hygiene.
- Self-esteem.
- Appropriate touch and boundaries.

## **What is SRE?**

Sex and relationships education is taught as part of the Personal, Social and Health Education (PSHE) curriculum at Fountaindale School. Our approach to SRE goes beyond the provision of biological information; it focuses on attitudes and values, developing self-esteem and the skills to manage relationships and keeping yourself safe. SRE has links made with other parts of the PSHE curriculum in particular alcohol and drug education and E- safety.

## **National Guidance**

- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive SRE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.
- The Department of Health set out its ambition for all children and young people to receive high quality sex and relationships education in the *Sexual Health Improvement Framework*

(2013), while the Department for Education's paper *The Importance of Teaching* (2010) highlighted that 'Children need high quality sex and relationships education so they can make wise and informed choices'.

This school takes full account of these obligations and legal obligations of section 2.1 of the National Curriculum framework (DfE, 2013) which states:

'Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- ***promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society***
- ***prepares pupils at the school for the opportunities, responsibilities and experiences of later life.'***

## **Aims**

Pupils and students should:

- Increase their factual knowledge of the human body in order to feel comfortable with their own body and sexual nature.
- Follow a programme, appropriately related to personal needs and levels of maturity.
- Develop the learning outcomes from the National Curriculum Science and PSHE.
- Learn how to keep themselves safe and where to seek help and support.

## **Principles**

As children grow up it is important that they have an understanding

of their own bodies, instincts and feelings. A planned programme of SRE will include:

- Sex education being appropriately delivered for the needs and maturity of the pupils. The Sex and Relationship Education Programme will include:
  - Knowing my body.
  - Knowing me.
  - Private and public.
  - Touching and allowing others to touch me (understanding boundaries).
  - Forming relationships.
  - Sexual intimacy – for named students with support at an appropriate/ individual level.
  - Keeping myself safe.
  
- A whole school approach that involves parents, carers, governors, health and school staff.
  
- Staff who deliver SRE will receive relevant training and support from the PSHE co-ordinator and Specialist PSHE teaching assistant.
  
- Children's views being listened to in an atmosphere of trust.
  
- Questions and answers, linking in with set ground rules.
  
- Adherence to the school's policy for confidentiality.

### **Members of staff responsible**

It is the duty of all teachers at Fountainsdale School to promote pupils' well-being and provide pastoral support on a range of issues.

SRE is delivered by staff that feel comfortable with the content of the lessons and can ensure, where possible, its successful implementation. SRE is covered by the PSHE scheme of work and is delivered as part of a planned programme, which may include support from the SEXTIONS SRE team. The National Curriculum

Science programme complements the SRE programme when the pupils/students are required to name body parts, and know about life processes, human reproduction and human life cycles

In most instances the class groups will contain a mix of boys and girls. Where appropriate single sex groups can be taught separately. Monitoring takes place through observation and evaluation of learning outcomes.

The designated PHSE co-ordinator will maintain an overview of the SRE provision and has overall responsibility for its development. Assistant Head Teachers are responsible for curriculum provision within their designated strand and will support the SRE co-ordinator to monitor and collate information regarding delivery and content suitability.

### **Progression and Continuity**

SRE work that has been previously introduced is developed and expanded by re-visiting topics throughout the pupils' educational career. Work needs to be carefully matched to individual needs based on teacher assessment.

### **Context of the Policy and Relationship to other Policies**

References will be made in relation to other policies. These are all available for reference on the school cloud system.

### **Good Practice in the Use of Supporting Professionals**

Visitors will be briefed in advance of the visit so that they understand their involvement and they will know: the time available, number of pupils/students, their age and ability, the equipment, facilities and accommodation available to them.

Supporting Professionals will come in school and be introduced to the pupils and students before carrying out their work.

Questions of a sensitive nature or any that are left unanswered need to be addressed at an appropriate time, with the pupils or students understanding that this will happen.

## **Confidentiality and Child Protection**

There may be times when a child wishes to confide in a member of staff. Pupils and students need to be aware that school staff cannot guarantee absolute confidentiality. (Please see Confidentiality Policy for further information.) Fountaindale School's Child protection policy outlines areas of responsibility and referral procedures should a pupil/student confide in a member of staff a matter causing concern.

The school nurses follow a separate code of practice linked with their professional regulations.

## **Ground Rules**

Ground rules will be negotiated by all professionals and pupils involved.

## **Parental Concerns and withdrawal of pupils**

Parents have the right to withdraw their children from sex and relationship education that takes place outside of the statutory National Curriculum Science Orders. The parental right of withdrawal extends to all students including those over compulsory school age and can be exercised by either parent or legal guardian; no reason has to be given. A parent or guardian who wishes to exercise their right of withdrawal should contact the Principal.

Fountaindale School will offer parents an opportunity to talk about their concerns regarding SRE and make support available. We believe that parents and families with better support, can play a bigger role in educating their children about sex and relationships and keeping safe.

Fountaindale School informs parents about aspects of SRE they are delivering in each strand to build a stronger dialogue between school

and home. This will assist parents to be clear about what is being taught and are reassured that good SRE will give their children the knowledge, skills and confidence to make informed, safe choices. Parents can view the materials used in school and discuss the content of the SRE programme with school staff.

### **Equal Opportunities**

All of the pupils/students are given the opportunity to take part in the SRE programme regardless of their gender, ethnicity or ability. Every effort is made to ensure that self-esteem and respect are fostered in staff, pupils and their families.

### **Dissemination of the Policy**

The SRE policy will be presented to the SLT and then the school staff.

A copy of the SRE policy document will be available on the school cloud system and the school website. Parents can request a hard copy of the school SRE policy.

### **Review – February 2019**