



Heathfield School

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POLICY OR DOCUMENT

SEX AND RELATIONSHIPS

Policy By: Debbie Urry, (PDL Co-ordinator),
Date: June 2017

Signed:
Co-Chair of Governors: June Goble/Colin Knight
To be reviewed: June 2018

SEX AND RELATIONSHIP EDUCATION

"Special schools have a duty to ensure that children with special educational needs and learning difficulties are properly included in sex and relationship education. Sex and relationship education should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives"

DFEE 0116/2000

Philosophy and rationale:

Section 1 of the Education Reform Act 1988:

Requires that all pupils should have the opportunity to participate in a comprehensive, well planned sex and relationship education programme. One which: *Promotes 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.*

In this school the planned programme has been specifically designed to meet the learning and developmental needs of children from nursery age through to 11 years of age with a wide range of special educational needs

Section 241 of the Education Act 1993:

Requires that all maintained schools make and keep up to date a written statement of their policy on sex education, and for this policy to be made available to parents. Grants parents the right to withdraw their child in all maintained primary and secondary schools, from all or part of sex education other than those elements which are required by the Science National Curriculum Order.

We believe that:

Children have a right to information about themselves and their bodies.

Working in partnership with parents is essential. They are consulted on this area of work and have the opportunity to discuss the programme with staff. In this way they become acquainted with the programme and the resources.

Sex and relationship education is encompassed within personal development.

We believe that sex and relationship education should:

- Develop understanding in a way that is appropriate to the child's age and/or level of development.
- Support and complement that provided by parents and have regard to parents views about its content and presentation.
- Provide accurate biological facts and access to information.
- Enable children to develop and practice skills of communication and interpersonal relationships, including identifying and managing feelings.
- Provide support for pupils' physical, emotional and sexual development.

- Offer guidance on general behaviour.
- Maintain the dignity and privacy of pupils.
- Lead to the acquisition of understanding and attitudes which prepare pupils to view their relationships in a responsible and healthy manner.
- Enable children to recognise the physical, emotional and moral implications, and risks of certain types of behaviour and to accept that all individuals must behave responsibly in their relationships.

Our Aims are:

- To develop the pupils' existing knowledge and understanding.
- To promote the pupils' respect for themselves and others.
- To promote responsible behaviour that does not cause risks to the child's self or others.
- To develop skills in making informed decisions and combating exploitation and peer pressure.
- To appreciate the value of stable family life and the responsibilities of parenthood.

The Objectives are:

- To deliver a sex and relationship curriculum that is understood by parents/carers and takes their views into account.
- To improve staff skills in teaching sex and relationship education to children with a wide range of special educational needs.
- To develop a bank of accessible and effective resources that is supportive to improved teaching and learning.

Our aims and objectives will be achieved by the following means:

The delivery of a sex and relationship curriculum, (see appendix), within the framework of PDL, which is appropriate to the needs of the pupils and offers opportunities for continuity and progression within the subject.

The use of methods that are effective in the teaching of sensitive content including interactive activities and materials that are appropriate to age, learning needs and emotional development.

The use of a wide range of resources, including the Hampshire publication 'Supporting Personal Development Learning – Guidelines for Schools, as well as books, published work schemes, DVDs, pictures, objects, toys and games.

A school ethos that promotes the development of self esteem, independence, interpersonal skills and responsibility.

A collaborative approach involving education, health and other professionals. Through the implementation of a planned sex and relationship programme geared to the development of skills, knowledge and attitudes/values for pupils at different ages and stages of development.

Roles and Responsibilities:

Governors

It is a statutory duty of the Governing Body to have a policy on Sex and Relationship Education which will be posted on the school's website.

The Governing Body will:

- Decide whether Sex and Relationship Education will be taught in school.
- Ensure that parents/carers are consulted on the policy and given opportunities to view and discuss resources and approaches to be used.
- Ensure that parents/carers know they have the right to withdraw their child from those aspects of the programme which are outside the Science Curriculum.
- Ensure that visiting professionals hold a DBS certificate in accordance with DfE guidance, 'Keeping Children Safe in Education' (Sept 2016).
- Monitor and review the policy annually.

Governors can contribute to effective sex and relationship education in school by:

- Knowing and understanding their legal responsibilities.
- Working in partnership with parents and school staff.
- Understanding the aims of sex and relationship education.
- Being aware of how personal experiences and attitudes might influence their thinking.

Parents

The school will support parents by:

- Being clear about the aims of sex and relationship education.
- Clarifying their rights and responsibilities, including understanding that parents have the right to withdraw their child from sex and relationship education.
- Working with them to understand the contribution that they can make to their child's personal development in sex and relationship education.

Should parents choose to withdraw their child from sex and relationship education, provision will be made for them to access other areas of the curriculum.

PDL Co-ordinator

The role of the Co-ordinator is:

- To consult with governors and parents.
- To give notification to parents about when the programme will commence.
- To invite parents into school to discuss the programme further and view the resources used.
- To take responsibility for the implementation of the school's policy on sex and relationship education.
- To ensure that the programme takes account of spiritual, moral, social and cultural dimensions.
- To manage and oversee the delivery of the programme within the context of the overall PSHCE Curriculum.
- To liaise with visiting professionals to ensure that they work within the school policy

Pastoral Co-ordinator

The role of the Pastoral Co-ordinator is:

- To work collaboratively with the PDL Co-ordinator in the planning and delivery of termly health education sessions for each class, working alongside the class teacher
- To plan sessions with the PDL Co-ordinator that match the learning outcomes identified in school planning.
- To work closely with the headteacher in his role as CPLO and the PDL Co-ordinator, particularly in sex and relationship education and in aspects of the PDL curriculum that relate to sexual abuse (**see Child Protection and Safeguarding Policy**).

Teachers:

- To understand and follow the policy on sex and relationship education.
- To develop confidence in their knowledge of the subject and in their use of appropriate teaching methods.
- To provide learning opportunities that take account of pupils' learning, emotional, social and developmental needs and their human entitlements.
- To be aware of how personal experiences and attitudes might influence their thinking.

LSAs

- To understand and follow the policy on sex and relationship education.
- To support the teachers in delivering the sex and relationship education programme through work with individual pupils and leading or participating in group/class activities.
- To be aware of how their personal experiences and attitudes might influence their thinking.

Implementation

Arrangements for the implementation of the Sex and Relationship Curriculum such as subject management, time allocation, planned learning opportunities and approaches can be found in the PDL Policy under the headings *The Heathfield PDL Curriculum, PDL and School Improvement and Practice.*

Guidelines for all adults working with pupils in the context of Sex and relationship education:

- Treat every child with dignity respect and as an individual.
- Relate your language and behaviour to the chronological age of the child.
- Reinforce the concept of privacy.
- Discourage older pupils from age inappropriate behaviour e.g. sitting on laps, hugging/kissing, and indiscriminate touching in greeting children or adults.

Partnership with parents

We place the utmost importance on sharing equal and joint responsibility with parents for their children's education on sexual matters. The Governors will ensure that opportunities are set up for consultation with parents at which the programme and resources for different ages will be presented. We will do our best to find out from them any views they may have which may affect the sex and relationship education they wish to be given to their children, although we would consider carefully any request which compromises our equal opportunities policy. Staff are willing to discuss with parents any matters which they are concerned about. It is important that no conflicting information is given to the pupils.

Monitoring and evaluation arrangements

The PDL Co-ordinator will evaluate the delivery of the programme and assess the children's progress in liaison with class teachers.

The Heads of School will monitor the planning and assessment.

Appendix to Sex & Relationship Education Policy Planning by Year Group

Year R: Growing & Changing

Early learning goals

- Have a developing awareness of their own needs, views and feelings, and be sensitive to the needs, views and feelings of others
- Respond to significant experiences, showing a range of feelings when appropriate
- Dress and undress independently and manage their own personal hygiene
- Understand that they can expect others to treat their needs, views, cultures and beliefs with respect
- Objectives
- Learn and practise skills for maintaining personal hygiene
- Be proud of their body and enjoy what it can do
- Learn the names of the main parts of the body
- Understand the idea of growing from young to old

Year 1: Other people are special too

Skills, knowledge & understanding

- That they belong to various groups and communities, such as family and school
- To recognise how their behaviour affects other people
- To identify and respect the differences and similarities between people
- That there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.
- Objectives
- Know the different groups to which they belong: families, friends, school, etc
- Recognise worth in others
- Make positive statements about other people
- Understand the effect bullying can have on others and know who to tell in the event of experiencing or observing bullying
- Show respect by listening to what other people say
- Understand that other people have needs
- Consider the value of being a friend and having friends
- Show a willingness to care for others
- Recognise the ways their own behaviour affects others
- Ask for and give permission.

Year 2: My body is important

Skills, knowledge & understanding

- The names of the main parts of the body
- Rules for, and ways of, keeping safe, and about people who can help them to stay safe

Objectives

- Appreciate the need to take care, to be safe and care about keeping themselves and others' safe
- Know the names of more parts of their bodies
- Know that they have rights over their own bodies
- Know when to keep a secret and when to tell.

Year 3: Making friends

Skills, knowledge & understanding

- To resolve differences by looking at alternatives, making decisions and explaining choices
- That their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view
- To be aware of different types of relationship, including marriage, and those between friends and families, and to develop the skills to be effective in relationships.

Objectives

- Think about being a friend
- Know what we do that makes each other happy, sad and cross
- Know what helps and hinders friendships
- Consider ways of resolving differences
- Be able to initiate friendships

Year 4: Ups and downs in relationships

Skills, knowledge & understanding

- That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong
- To be aware of different types of relationship, including marriage, and those between friends and families, and to develop the skills to be effective in relationships.
- Objectives
- Know that there are many different patterns of friendship
- Understand the meaning of *friendship* and *loyalty*
- Be able to be honest
- Know where to get help in school and through helplines when facing problems.

Year 5: It's my body

Skills, knowledge and understanding

- To recognise, as they approach puberty, how people's emotions change at that time, and how to deal with their feelings towards themselves, their family and others, in a positive way
- What makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices
- About how the body changes as they approach puberty.

Objectives

- Be able to discuss and choose the healthy options in relation to food, exercise, rest, etc
- Know how changes at puberty affect the body in relation to hygiene
- Know how to cope with periods in school
- Know that body changes are a preparation for sexual maturity
- Be able to discuss and ask questions about changing bodily needs.

Year 6: Changing relationships

Skills, knowledge and understanding

- About how the body changes as they approach puberty
- To recognise the different risks in different situations and then decide how to behave responsibly, and judging what kind of physical contact is acceptable or unacceptable
- To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships.

Objectives

- Think about making new relationships as they get older
- Understand about parenthood
- Know about human sexuality and that it is expressed in different ways, understand what it means and have some words to describe it
- Appreciate different ways of loving and its importance to a range of relationships
- Know ways of coping with difficult emotions, fears and worries
- Decide who has access to their bodies.