



Sex and Relationships Education Policy

Beaufort School

Governing Body Approval date	28/03/2022
Review	Annually
Review Due	27/03/2023

POLICY FOR SEX AND RELATIONSHIP EDUCATION PROGRAMME AND WELFARE DURING MENSTRUATION

Introduction

What is SRE? “Sex and relationship education (SRE) is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. It should support children and young people in managing adolescence and preparing them for an adult life.” (Framework for SRE, Sex Education Forum 1999).

The sex education programme has been drawn from the Birmingham LA health education guidelines and:

Provides information which is easy to understand, is relevant and appropriate to the age and special needs of the pupils.

Includes the development of communication and social skills.

Encourages the exploration and clarification of values and attitudes.

Sex education is taught in the context of loving relationships and with regard to moral considerations and the value of family life. It teaches children attitudes which prepare them for healthy and responsible relationships in later life.

Description of the schools:

Beaufort School is a community day special school for primary aged children (3-11 years) with severe and profound learning difficulties. Pupils come from a wide catchment area, with a diverse mixture of social, cultural, ethnic and religious backgrounds. Langley School is a primary age special school educating children with learning difficulties and autistic spectrum disorders.

Aims:

- To clarify the content and manner in which sex and relationships education is delivered to pupils
 - To enable pupils to make informed choices, by imparting knowledge appropriate to their level of understanding, maturity and needs
 - Promotes the spiritual, moral and cultural, mental and physical and emotional development of the pupils at the school and
 - Prepares such pupils for the opportunities, responsibilities and experiences of life.
- Moral and Values Framework: The Sex and Relationships Education and PSHE programmes will reflect the school ethos and encourage the following values:
- Self respect
 - Respect for others
 - Taking responsibility for their own actions
 - Understanding their role within the school, their family and the wider community
 - The promotion of equality
 - Law and health issues relating to sex, sexuality and sexual health
 - Diversity and anti-discriminatory practice

Confidentiality will be respected. Information will be shared on a ‘need to know’ basis.

Equal Opportunities:

All pupils have an entitlement to Sex and Relationships Education that is relevant, supports learning about different faiths and cultures, and is underpinned by values promoting equality and respect. Governors recognise their statutory obligation to provide a programme of Sex and Relationships Education. All pupils will have access to lessons delivered with regard to pupils' level of understanding, ethnicity, maturity and need.

Monitoring and Review:

The policy for Sex and Relationships Education will be reviewed, in accordance with the School Improvement Plan cycle, by the PSHE subject leader (in consultation with staff) and the Governing body.

The teaching of Sex and Relationships Education (SRE) will be monitored by the PSHE subject leader and the school leadership team.

Teaching and Learning will be evaluated through individual programmes and lesson planning sheets by class teachers.

Relevant / Supporting Policies:

Curriculum

Safeguarding and Child Protection

At Beaufort School Sex and relationships fits into the Curriculum:

The Sex and Relationships Education programme aims to give pupils the opportunity to understand their own development, attitudes and feelings, and to learn about human relationships.

This will be delivered within the contexts of 'Myself' 'Family and Friends' and 'The Wider World'

Parents have the right to withdraw their child from Sex Education lessons, except where it is part of the Science Curriculum.

The curriculum will be delivered with sensitivity, taking into account individual pupil need and maturity, and with due regard to moral and religious considerations and the value of family life.

Beaufort School has developed modular guidelines for cross – curricular development of PSHE, which outline the programmes of study. There is a different focus each term, as part of the three-year topic cycle. Sex and Relationships Education forms one of these modules and is linked with science.

Teaching and Learning:

Pupils will be taught in a variety of situations, including whole class, small group, single sex and individual sessions. This will usually be delivered by the pupils' class teacher / teaching assistants.

Planning (medium term plans) and teaching will reflect the subject matter, and the individual needs of the pupils.

Advantage will also be taken of informal, impromptu situations and personalised learning opportunities.

In Early Years and at Key Stage 1 Sex and Relationships Education will be delivered through individual programmes, focusing on the development of independence skills and hygiene routines. There will also be opportunities within the specific term focus for group learning.

At Key Stage 2 Sex and Relationships Education will focus on the pupils' personal identity, gender, awareness of their bodies and physical changes to their bodies. Sex and Relationships Education will continue to be delivered in a cross-curricular way, in addition to specified time-tabled PSHE lessons.

Answering sensitive questions

Sometimes an individual child will ask explicit or difficult questions. Questions do not have to be answered immediately and can be addressed individually later. DFE Sex Education Guidance 5/94 encourages teachers to talk with parents/carers before answering such questions, whilst still maintaining the child's rights to confidentiality. Individual members of staff must use their skill and discretion in these situations, bearing the individual learning needs of each pupil in mind

Menstruation

Discussion on bodily changes including menstruation will be included in the mixed sex Y6 groups and in more detail with the group of girls (often with the school nurse). Younger girls (e.g. in Y5) may be included in discussions if they are physically well developed. The girls will be taught what to expect, what to do and who to talk to when they need help

Usually girls will need assistance in caring for themselves during their menstruation. Assistance will be given by a female member of staff. There is a supply of sanitary towels in school if needed.

Resources:

Sex and Relationships Education resources will be stored centrally, with PSHE resources. These include anatomically correct dolls, DVDs, books and photocopyable line drawings which are loaned from Health Education In consultation with staff, the PSHE co-ordinator will be responsible for ordering additional resources Governors will agree an annual budget.

Working with Parents and Carers:

Beaufort will endeavour to create a safe framework in which parents, carers and members of the wider community:

- Understand more about Sex and Relationships Education
- Are able to discuss their views and beliefs
- Feel involved with the process of developing SRE
- Can seek advice on supporting their child

It is recognised that some parents and carers of children with learning difficulties, may find it hard to come to terms with the idea that their child may, one day, become sexually active.

Parents and carers will be informed, by letter (see appendix), when Sex and Relationships Education will be specifically taught. Parents have the right to withdraw their child from specific sex education lessons, where it is not part of the curriculum. This right of withdrawal will not affect spontaneous discussion, or the honest answering of questions that occur naturally in other curriculum areas.

Parents and carers will have the opportunity to discuss any concerns, have copies of relevant documentation (e.g. policies and programmes of study) and examine resources. Consideration will be given to any cultural or religious beliefs parents would like to be respected.

Consideration will be given to any cultural or religious beliefs parents would like to be respected.

Child Protection:

Issues that may have child protection implications, will be referred to the named designated senior person