



Sex and Relationships Education Policy

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Governor's Committee Responsibility:

Curriculum Community & Student Welfare

Date Approved:

February 2017

Review Period:

Annually

Next Review Date:

February 2018

Autism Statement

We at Limpsfield Grange School aim to develop practices and policies that promote and sustain the wellbeing of children and young people with Autism.

We aim to offer training and support for staff parents and other stakeholders to enable them to best meet the needs of children and young people with Autism.

We aim to establish a consistent approach across all areas of our school community that enables all students with Autism to learn and make progress.

We aim to ensure that our communication with all stakeholders is clear and appropriate.

We aim to ensure that our physical environment is responsive to the needs of children and young people with Autism, and that we take account of the sensory needs of individuals.

We aim to provide a range of experiences that enable interaction; promote social inclusion and independence; and support learners with Autism to reflect on their experiences.

We aim to empower our learners to understand their Autism and celebrate their difference.

We aim to provide on-going high quality staff development for all members of staff at Limpsfield Grange.

We aim to develop and sustain a multi-disciplinary approach where professionals plan and work together to meet the needs of learners with Autism.

Limpsfield Grange School Sex & Relationships Education Policy

Definition of Sex and Relationship Education

Sex and Relationship Education is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care that prepare a young person for adulthood and a family life. The aim of our policy is to enable our learners to develop the skills to make safe and sensible life choices. Sex and Relationships Education (SRE) involves acquiring information, developing skills and forming positive beliefs values and attitudes. It is also about the teaching of sex, sexuality, sexual identity and sexual health.

At Limpsfield Grange feel that learning about sex and relationships should:

- ❖ Be an integral part of the lifelong learning process
- ❖ Be an entitlement for all whether they are heterosexual, lesbian, bisexual, transgendered or non-binary; so students with autism, communication and interaction needs, physical, learning or emotional difficulties and those with a religious or faith tradition
- ❖ Be delivered within a holistic context of emotional and social development
- ❖ Be set within this wider school context and support family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. The concept of a family should include a variety of types of family structure, and acceptance of different approaches
- ❖ Encourage students and teachers to share and respect each other's views. We are aware of different sexual orientations, without promotion of any particular family structure. The important values are love, respect and care for each other, and tolerance and understanding of each other.
- ❖ Take place in an atmosphere where questions and discussion on sexual matters can be conducted without any stigma or embarrassment
- ❖ Recognise that parents, carers and families are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents, carers, families and students, consulting them about the content of programmes.
- ❖ Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers

Sex and Relationship Education at Limpsfield Grange School has three main elements:

Attitudes and Values

- Learning the importance of values, individual conscience and moral choices
- Learning the value of family life, stable and loving relationships, and marriage

- learning about the nurture of children
- Learning the value of respect, love and care
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision-making
- Challenging myths, misconceptions and false assumptions about what is perceived to be normal sexual behaviour
- Recognising that parenthood is a matter of choice and to be aware of partnerships, marriage and divorce and the impact of loss, separation and bereavement

Personal and Social Skills

- Learning to stay safe sexually and within and outside of a relationship
- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect
- Developing empathy for others
- Learning to make choices with an absence of prejudice
- Developing an appreciation of the consequences of choices made
- Managing conflict
- Empowering students to develop the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)
- Understanding the dangers and risks of social media, the internet and developing technology

Knowledge and Understanding

- Learning and understanding physical development at appropriate stages
- Understanding human sexuality, reproduction, sexual health, emotions and relationships
- Learning about contraception and the range of local and national sexual health advice, contraception and support services
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay
- Learning to avoid unplanned pregnancy
- Developing awareness of sexual attitudes and behaviours in present day society
- Developing an understanding of UK legislation regarding sexual behaviour

Organisation of Sex and Relationships Education at Limpsfield Grange School

Limpsfield Grange School is a residential special school that meets the needs of girls aged 11 to 16 who benefit from the breadth of the full mainstream curriculum, but due to the anxiety arising from their sensory, social and communication difficulties are unable to manage the mainstream school environment. The majority of our students are autistic.

Sex and Relationships Education (SRE) is taught throughout the school as a discrete subject within the Live Life Well program. Each group will have the first lesson delivered by Mr M Evans, our Sex and Relationships lead. This will allow continuity of delivery as well as training for each tutor and attached TA. The TA will be expected to take detailed notes to track the topics raised and discussed in these sessions which will allow the formulation of individualised plans for each group.

In Key Stages 3 & 4 SRE is taught by tutors and their attached TA's, as they have the greatest knowledge of the individual needs of their groups. All students are given questionnaires at the start and end of each cycle of SRE to ensure planning for the next cycle reflects the needs of the students. A well-structured approach to topics has been planned with students visiting topics according to their greatest need based upon the outcomes of the initial student questionnaire. All students will cover aspects of SRE six times each academic year, and be supported by SRE related topics in the Wellbeing Wednesday tutor time.

All staff involved in teaching SRE have developed good relationships with students and have a sound understanding of their needs. In this setting we believe they are best placed to establish a safe learning environment in which open and non-judgemental discussions about sex, sexuality and sexual health can be held. Staff use a wide variety of methods to encourage young people to participate in their learning – for example, discussion, ICT, DVD, role play and where appropriate outside visitors.

Due to the vulnerable nature of many of our students it is important we have an honest approach to all areas of SRE. The teaching materials used therefore bear a very close relation to real life to allow students to understand the content of the lesson, and transfer the learning from the lesson into real life at the appropriate time. It is important that our students understand current sexual terminology to enable them to make informed choices around their sexual behaviour, and for them to keep themselves and others safe. All resources are available for inspection upon request.

Students are grouped in their tutor groups except in exceptional circumstances where it is deemed beneficial to place a member of the class into a more suitable group based upon their ability, need, life experiences and vulnerability. A judgement is made about the level and detail of the SRE curriculum that each group is exposed to. Sessions can be student led, and responsive to student need.

In order to ensure we challenge myths, misconceptions and false assumptions about what is perceived to be normal sexual behaviour some of the students are taught about pornography, female genital mutilation, sensory sensitivities and sex, masturbation and different types of sexuality and behaviours. In a world where access to sexual material is very easy via the internet, it is important that students are given tools to develop a perspective on what they see and make their own informed choices. This more sensitive topic matter is taught only to the students identified as being vulnerable and is taught in a sensitive and appropriate way. The

subject matter is taught to ensure that students have the correct information and not to promote sexual activity or sexual orientation.

At Limpsfield Grange we believe in working in partnership with outside agencies to promote the best awareness of sexual health. We work with external professionals around puberty, contraception and STI's. In addition, other experts have also been consulted about specific sexually related conditions or needs that may be sensitive issues for some of our students. We can arrange for students to have access to our school medical officer for confidential discussions and advice. Our residential students have access to a drop in centre at Harry's Youth Centre, Oxted, where they can receive general advice and support. Students can also access the Earnsdale Sexual Health Clinic, Redhill for additional support and advice on an individual basis.

Students have access to a SRE noticeboards which displays information and advice in both the school and residential setting.

The cross-curricular aspects of SRE are covered in Science, Live Life Well, and RE and during our tutor programme. The liaison between teachers and subjects ensures that a well-balanced and consistent approach towards SRE is achieved.

Parents are offered the opportunity to come in and view the resources and gain an understanding of the needs of the students.

Parental right to withdraw their children

The Sex and Relationship Bill 2010 – 2011 requires SRE to be provided as part of the secondary curriculum. It also provides parents with the right to withdraw their children from SRE. However this right is limited; children cannot be withdrawn from aspects of SRE which are part of the national curriculum.

Parents are able to withdraw their children from all or part of the Sex and Relationships program that the school provides. Parents should contact the school via the tutor team or Mrs Janaway, Student Support Lead. Alternatively the issues can be raised at admission interviews with a member of the Leadership Team. If parents are concerned about any aspects of our programme they are encouraged to come in and discuss any issues. Parents are notified by letter each year of the forthcoming SRE programme and given the government SRE and parents leaflet. (Appendix 1)

How will the school respond to specific issues related to Sex and Relationship Education?

Child and sexual abuse procedure

Suspected abuse of any kind should be reported immediately to the Designated Safeguarding Lead, or one of the Deputy Designated Safeguarding Leads.

Confidentiality

All personal information about students is regarded as private and confidential and staff will not pass it on indiscriminately. There are many opportunities for young people to get advice or support where information will not be passed on. However staff cannot offer students or parents carers and families unconditional confidentiality. By law teachers must pass on to relevant professional agencies information about behaviour or events which are likely to cause harm to young people. These may include under age sexual activity, drug use, abuse and dangerous or illegal activities.

Members of staff are advised to remind students that not all information given to them can remain confidential. All staff will be clear about safeguarding issues and procedures as part of their induction to the school.

Bullying procedure

All students' views will be treated sensitively. Some attitudes should be challenged, e.g. homophobic bullying in line with the school's Anti Bullying Policy.

Contraceptive advice

Specific individual contraceptive advice should not be given by members of staff. For specific advice on contraception and other aspects of sexual behaviour, students should be encouraged to seek advice from parents or guardians and if appropriate from a relevant healthcare professional, e.g. GP.

In certain circumstances where the member of staff believes that the student has embarked upon or is contemplating a course of conduct likely to place her in moral or physical risk or a breach in the law; the member of staff has a general responsibility to ensure that the student is aware of the implications of her actions. **The member of staff must inform the Designated Safeguarding Lead, or one of the Deputy Designated Safeguarding Leads.**

Pregnancy

If a member of staff suspects a student may be pregnant or hears this directly from the student the Designated Safeguarding Lead, or one of the Deputy Designated Safeguarding Leads must be informed and must follow the **SCC "Protocol on managing pregnant pupils and school age parents" (July 2009)**. Safeguarding procedures should be adhered to.

Equal opportunities

Equal opportunities at Limpsfield Grange means that all students, regardless of ethnicity, sexuality and ability have, potentially, all areas open to them.

Professional Development of Staff

Training will be provided to members of staff who feel unsure about delivering any aspects of the curriculum. This can address the knowledge base, skills and attitudes of members of staff. Training will be given “in-house” or by other suitably qualified professionals.

Monitoring

The Curriculum, Community and Student Welfare Governor sub-committee have responsibility for reviewing and monitoring this policy. The Leadership Team also have SRE schemes of work and can therefore monitor the delivery of Sex and Relationship Education across the school.

Links to other policies:

Anti-Bullying Policy

Special Needs and Disabilities Policy

Safeguarding Policy

RE Policy

E Safety Policy

Equality and Diversity Policy

Review:

The Governing Body of Limpsfield Grange School
adopted this policy on:

It will be reviewed on:

Signed:

Dated:



Appendix 1

Monday 21st November 2016

Dear Parent and Carers,

We will be starting Sex and Relationship Education as part of the Live Life Well program on Friday 25th November 2016. We will also covering this topic in future Live Life Well sessions.

The purpose of Sex and Relationship Education (SRE) is to provide knowledge and understanding of how the human body changes during puberty and the processes of human reproduction, within the context of relationships based on love and respect. It should develop understanding and attitudes which will help students to form healthy, balanced relationships, based on mutual respect.

If young people can start their transition into adulthood with good information and the confidence and knowledge to understand what is happening to them, they will hopefully grow into confident and healthy adults who are able to make positive informed choices.

Many of our students at Limpsfield Grange are exceptionally vulnerable, and often lack the communication or interaction skills to be fully aware of situations that they are in. The focus for our SRE program is about enabling students to have enough information to make informed choices and to stay safe as they develop into adults.

The key aims of our SRE program are to:

- Provide accurate and relevant information about the physical and emotional changes that children and young people will experience through their formative years and into adulthood
- Establish an awareness of the importance of stable family life and relationships
- Foster self-awareness and self-esteem
- Develop a sense of responsibility and respect for themselves and others
- Equip students to make informed decisions

The SRE program includes using a variety of resources. All teaching materials are appropriate to the age and emotional maturity of the students concerned and the teachers will aim to present the program in an objective, balanced and sensitive manner. As in previous years we have vertically grouped students for SRE, basing the groupings on student's ability and awareness of this area. The content and focus of the work that each group engages with will be different, and will be planned and delivered to meet the individual needs of the students in each group.

The program will cover:

- Relationships
- Sex
- Sexually Transmitted Infections
- Sexting, using social media and how to stay safe on-line
- Contraception and where to get help
- Pregnancy and birth
- The representation of women in the media, and how that can influence young women in the way that they view themselves
- Responses to student questions will also inform the content of the sessions

In addition to our SRE program we have established a Sex and Relationships student noticeboard for students to access. We also have a questions box, where students can anonymously submit sex and relationships questions, and these will be answered in subsequent SRE sessions.

You are welcome to contact Mr Evans, our Science teacher at mr.evans@limpsfield-grange.surrey.sch.uk to discuss the program or to view any of the teaching materials used. Parents can withdraw their children from all or part of SRE that does not form part of the statutory National Curriculum. If you wish to withdraw your child from all or part of SRE would you please inform the School in writing before **Friday 25th November 2016**.

For further information, please find attached a leaflet entitled SRE & Parents, published by the Department for Education and Skills.

Yours faithfully

Sarah Wild
Headteacher