



SEX and RELATIONSHIP EDUCATION POLICY MORECAMBE ROAD SPECIAL SCHOOL

This policy reflects the school values and philosophy in educating young people about sex and relationships within PSHE, enabling them to fulfil their own personal, social, moral and academic potential.

School Mission Statement

Our school looks to be a supportive and responsive community where all who enter feel welcomed and valued, whatever their role.

The school endeavours to provide a rich and varied environment, which offers opportunities for youngsters and adults to fulfil their potential

Audience:

This document is intended for all teaching staff, all staff with classroom responsibilities, School Governors, parents, LA Advisers and Inspection Teams.

Information about the School:

The school caters for 150 pupils aged 3 - 16 years who live in a wide catchment area from Silverdale in the North to Garstang in the South. The majority of families have lived in the area for generations, although there is a small but increasing number of families who move into the area for limited periods. A small number of children bring the traditions and qualities of other cultures and religions into school. A small number of children are looked after children.

All pupils have a statement of special educational needs. Most have moderate learning difficulties but a growing proportion have more severe learning difficulties. There are an increasing number of those with autistic spectrum disorders and with speech, language and communication disorders, and small groups of pupils covering a wide range of other special educational needs and/or disabilities.

Philosophy:

The staff and Governors recognise that it is vital for all children and young people, whatever their learning disability, to develop the knowledge of physical processes associated with growing, changing and human reproduction. It is the purpose of a Sexual Health Education programme to do this in a way which provides opportunities for children and young people to discuss and develop an understanding of the relationships and responsibilities involved, both to themselves and the choices they make about their own bodies, and to others and the respect they show them.

The school aims to support parents in realising their responsibilities in the education of the own children in sexual matters. The school will aim to provide children and young people with a moral framework as well as the biological facts of body change, development and reproduction. In addition children will be encouraged to be open, able to ask questions and make decisions. The understanding of relationships and responsibilities, their emotional and caring aspects are central to our aim. This would include pupil's self-respect and self-image and their respect of others. The school's approach would be non-judgemental and non-threatening taking account of the variety of family circumstances from which our children come.

Aims & Objectives:

The aim of Sex and Relationship Education at Morecambe Road School are:-

- To develop pupil's knowledge of their own bodies and the functions of the different parts, including the use of correct terminology.
- To develop in pupils, the understanding that people are born, grow and mature and that there are changes associated with the different stages of development.
- To develop knowledge of the processes of growing up, including changes associated with puberty.
- To prepare pupils for the changes associated with puberty and guide them through the related hygiene issues.
- To develop understanding of the processes of human reproduction. To learn about contraception and the range of local and national sexual health advice, contraception and support services available.
- To provide opportunities to explore, through discussion and questions, the relationship issues associated with human reproductions, including respect for the rights and choices of others and the importance of stable, loving relationships. To learn the reasons for delaying sexual activity and the benefits which this will gain such as unplanned pregnancy.
- To allow pupils to explore and extend their awareness of living in and belonging to a diverse society (for example in culture, lifestyles, sexuality or relationships).

We recognise that children and young people themselves have the **right** to:

- Express and share feelings, emotions, ideas and opinions
- Be assertive, make judgements and make choices.
- Be shown how to respect their own bodies and ideas.
- Be understood, loved and cared for.
- Feel safe at home, at school and in the community.

They also have a **right** to:

- Tolerance, to make mistakes and learn in their own way and in their own time.
- Be valued and accepted.
- Be respected as individuals without prejudice.

Planning Framework:

The school's PSHE Co-ordinator currently is Catherine Cassidy. We believe that the school practice of teaching Sex and Relationship Education in a spiral way, so that pupils receive revision each year, plus new information to extend their knowledge, which is the best way of helping pupils to know about their bodies, their rights and about relationships. Pupil's will access this through an annual 'spring week' and continue for a longer duration if necessary. The learning objectives are set out below.

SCHOOL SEX & RELATIONSHIP EDUCATION PROGRAMME

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| | At the end of Early Years the pupils will have had the opportunity to:- |
| Foundation Stage | <ul style="list-style-type: none">• Identify own gender and that of others in the class.• To discuss friendships• To work together harmoniously.• To show respect for people of other cultures and beliefs. |

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| | At the end of Key Stage 1 the pupils will have had the opportunity to:- |
| Key Stage 1 | <ul style="list-style-type: none">• To know that humans develop at different rates and that human babies have specific care needs.• To recognise lifecycles of animals and match the relevant animal to their baby.• To be able to name the main parts of the body and understand male and female.• To explain and apply hygiene methods.• To know about personal safety and that each individual has rights over their body.• To explain ways in which family and friends should care for each other.• To begin to understand the importance of valuing oneself and others. |

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| | At the end of Key Stage 2 the pupils will have had the opportunity to:- |
| Class 3 | <ul style="list-style-type: none">• To begin to know about how to keep safe, including personal space and appropriate/inappropriate touching.• To understand what is meant by relationships within families.• To be able to name more detailed parts of the body and understand male and female.• To explain and apply hygiene methods. |
| Class 4 | <ul style="list-style-type: none">• To know that there are many different patterns of friendship.• To begin to know about and have some understanding of the physical, emotional and social changes which take place at Puberty.• To know how changes, at Puberty affect the body in relation to hygiene. |

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| <p>Class 5</p> | <ul style="list-style-type: none"> ● To know about helping agencies that can support families. ● To identify and show characteristics of a good friendship ● To know that there are many different patterns of friendship, including negative friendships. ● To know about personal safety and that each individual has rights over their body. ● To list ways of negative peer pressure and how to cope. ● To begin to know about and have some understanding of the physical and emotional and social changes which take place at Puberty. ● To know how changes, at Puberty, affect the body in relation to hygiene. ● To know the basic biology of human reproduction. ● To know that human babies have specific care needs. ● A balanced view of sexual orientation may be discussed with more mature pupils in Year 6. |
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| | <p>At the end of Key Stage 3 the pupils will have had the opportunity to:-</p> |
| <p>Key Stage 3</p> | <ul style="list-style-type: none"> ● To identify ways of managing emotions positively. ● To recognise the changing nature of relationships. ● To recognise and discuss the importance of relationships to sexual activity. ● To be able to manage the changes at Puberty. ● To extend basic knowledge of human reproduction. ● To recognise the importance of consent to sexual activity – relate to not being ready. ● To list ways of negative peer pressure and how to cope. ● To understand the different functions of the body and health-related appropriate products available to them. ● To discuss Masturbation and Contraception. ● To have some awareness of STI's. ● To know about the Pill and condoms, and how to use them. ● To recognise the difference in people as they recognise their own identity. ● To make informed decisions. ● To link to e-safety including 'sexting'. ● To recognise situations where personal safety could be an issue. ● To have a balanced view of sexual orientation. |

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| | At the end of Key Stage 4 the pupils will have had the opportunity to:- |
| Key Stage 4 | <ul style="list-style-type: none"> • To further extend knowledge of human reproduction, masturbation and contraception. • To list ways of negative peer pressure and how to cope. • To recognise the importance of consent to sexual activity – relate to the law. • To reinforce the need of safer sex and to increase awareness of STI's. • To recognise short term and long term consequences. • To make informed decisions and to feel positive about themselves. • To recognise the importance of choice in managing relationships so they do not present risks to health and safety. • To recognise the differences in people as they recognise their own identity and to be able to present themselves confidently. • The changing nature of relationships and the associated responsibilities. • To know about statutory and voluntary organisations and agencies which support relationships in crisis. • To recognise situations where personal safety could be an issue. • To have a balanced view of sexual orientation |

Each child will have a PSHE passport which contains progression indicators. Children will access the programme of study relevant to their understanding and their physical development. From these assessments the teacher creates next steps for the children.

Parents or Carers who wish to withdraw their children

Under the Education Act 1993 children can be withdrawn by their parents from the part of Sex & Relationships Education that is outside compulsory elements of Sex Education in the National Science Curriculum.

Parents can access the School's Policy for Sex & Relationships Education on the website. They will be informed and provided with the opportunity to withdraw their child from any or all parts of the programme. This option is straightforward and simple. On occasions when withdrawal is exercised, the Head teacher or his representative may invite parents to voluntarily discuss the withdrawal to avoid potential misunderstanding.

If parents withdraw consent for a child to be involved in Sex & Relationships Education lessons, alternative educational activities will be provided and supervised.

Our Approach:

To impart knowledge, promoting attitudes to develop an informed and healthy attitude to sex and relationships. To equip our pupils to make informed and safe choices as they progress in their development. We endeavour to deal with issues as they arise in a sensitive and honest way.

The school believes in an entitlement of access to educational opportunity without discrimination due to gender, race or special needs.

The school is committed to an equality of access to Sex and Relationship Education for all its pupils. Some pupil's Special Educational Needs will require special circumstances in the way the curriculum is delivered. The social or ethnic background of pupils will require consideration in the ways in which the curriculum is delivered.

There will be occasions when the school nurse or other professionals contribute in the PSHE programme. When working with pupils they will abide by the policy for confidentiality and handling sensitive issues as drawn up by the school and follow the child protection and safeguarding procedures when working within school.

Safeguarding/Child protection

In any discussions between an individual child and a member of staff, a promise that no one will be told should **not** be made. If issues arise which could lead to concerns about Child Protection, the child needs to know the Designated Child Protection Officer or the Head teacher will be told and that he/she is not to worry and he/she is not in trouble and not to blame.

This information should be written down in the child's own words and given to our child protection officer (Paul Edmondson or Phillip Price) immediately. In addition, these lessons may need to be approached delicately if children have had child protection issues before. Please speak to our child protection officer before delivering the lesson.

Links to other Policies:

Due to the complexity and nature of SRE there will be several policies and initiatives that impact on the curriculum content. It is therefore important to recognise these in the policy such as:

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| * PSHE | * Drug Education |
| * Citizenship | * Child Protection |
| * Sex and Relationship Education | * Anti-bullying |
| * Racial and Equality | * Racial Incidents |
| * Equal Opportunities | * Confidentiality |
| * Healthy Schools | |

Complaints and Concerns:

It is school policy to encourage active parental and community involvement through pastoral contracts with teachers out of school activities, and in the work of the Governing Body. However, from time to time parents or members of the public may express concern about the conduct of the school. Where such concerns are expressed, the school would work to ensure that they are dealt with effectively and with fairness to all concerned.

It is right that parents convey their concerns relating to this sensitive area directly to the school. Concerns can be addressed directly to the Head teacher, the Deputy Head, or the Class Teacher.

Approved by the Full Governing Body on 15th July 2020

Signed:  (Chair of Governors)

Signed:  (Head teacher)

