

1. INTRODUCTION:

- 1.1 Sex and Relationships Education is delivered through the PSHE and citizenship framework; therefore it links with the current PSHE and Citizenship Policy.
- 1.2 The Priory Special School acquired the 'National Healthy Schools Standard' in November 2003. SRE is one component that makes up the Standard.
- 1.3 In accordance with The Education Act of 1996, the sex education elements of the National Curriculum Science Order are mandatory for all pupils of primary and secondary school age. These cover anatomy, puberty, biological aspects of sexual reproduction and use of hormones to control and promote fertility. Secondary schools are required to provide an SRE programme which includes (as a minimum) information about sexually transmitted infections (STIs) and HIV / AIDS. The elements of personal, social and health education (PSHE) including SRE, are non-statutory. Other elements are described in the Learning and Skills Act of 2000.
- 1.4 Kat Robin is responsible for implementing this policy as teacher of SRE in Key Stage 4 (to Year 10 pupils). It is also the responsibility of other KS3 members of staff who deliver the science curriculum.

2. BACKGROUND INFORMATION:

- 2.1 The Priory School is a school for pupils with Moderate Learning Difficulties. Some pupils have Autistic Spectrum Disorders. Some pupils present challenging behaviours in addition to their learning difficulties. Currently there are 130 pupils on roll; almost all are of white Caucasian origin and C of E descent.
- 2.2 This policy has been written in response to the statutory need for Ofsted to evaluate and report on the 'spiritual, moral, social and cultural development of pupils' – thus encompassing PSHE and SRE within it. (See Section 10 of the Schools Inspection Act 1996). Ofsted is currently reviewing its inspection of PSHE and Citizenship, taking into account the latter's new framework and the Teenage Pregnancy Report.
- 2.3 Ideally, an SRE policy is the written product of an ongoing developmental consultation process in which pupils, parents, carers and the community are involved; because the Special School status of the Priory, this process is restricted. However, teachers of SRE will disseminate information to parents and carers about what they intend to teach, inviting comment and the preview of resources to be used. Parents and carers will also be encouraged to participate in deciding on the suitability of certain topics for individual pupils and /or how these may be addressed. (See section 8) teachers of SRE will continue to make use of the links with community services that have been established (such as the local Connexions Service and Community Nurse).
- 2.4 The SRE Curriculum will be made relevant by being informed by current national and local data. Teachers of SRE will be advised through Continual Professional Development.

3. POLICY STATEMENT:

3.1 PSHE and Citizenship is the planned provision for the healthy social and emotional development of pupils, enabling them to develop their own sense of identity and place in the world. Not only does it involve the **acquisition of facts and knowledge** (which should be relevant, topical and differentiated for age and learning ability); it involves the **development of values** that help pupils to build self-esteem and positive attitudes to themselves and others. **Enabling pupils to develop skills** is also crucial in helping them to interact with other people and make informed life choices.

Sex and Relationships Education, like Drugs Education, forms part of the whole-school coordinated approach to PSHE and Citizenship, and reflects The Priory School's Mission Statement. The priory works within a nationally accredited local Healthy Schools Programme, which is supported by a local programme coordinator.

SRE entails learning about the processes of physical; emotional and moral development. Within it, the advantages of being within a stable, loving relationship (including marriage) are discussed, as are the need for love, respect and care. Discussions about sexuality, meaning sexual activity and sexual orientation, are

discussed at a level which pupils will be able to access – respect for difference and diversity is encouraged, as are tolerance, understanding and self-esteem.

Matters regarding sexual health and pregnancy are also taught.

3.2 SRE at the Priory has three main elements:

○ **Attitude and Values**

Reflecting on the importance of values and morality;

Learning the value of marriage, family life and stable, loving relationships in bringing up children;

Developing thinking skills in order to make moral decisions and link action and consequences.

○ **Knowledge and Understanding**

Learning about and understanding the processes of physical development (this links with the National Science Curriculum);

Understanding human sexuality and the process of reproduction;

Learning about sexual health matters, contraception and the range of national and local advice and support services (this may be through the distribution of leaflets or visits to local services for instance);

Learning the reasons for, and advantages of delaying sexual activity.

○ **Personal and Social Skills**

Learning how to manage our variable human emotions;

Learning how to build self-esteem and assertiveness skills;

Learning how to make and develop relationships in different contexts and what is/is not appropriate behaviour in those different contexts;

Learning how to empathise with others and respect the rights and feelings of other people;

Learning how to understand the concept of diversity without prejudice;

Learning how to make informed choices and appreciate the consequences of choices made; and

Learning how to avoid exploitation and abuse.

4. THE ORGANISATION AND PLANNING OF SRE

4.1 The SRE Coordinator is responsible for the planning and delivery of a six term programme to be delivered to Year 10. Broader aspects of PSHE and Citizenship continue to be planned by the PSHE Coordinator (K Robin) and other members of staff.

4.2 Pupils' needs will be assessed before any planning and teaching takes place. This will involve an informal teacher assessment of the relative maturity and general learning ability of different classes, followed by the planning of a differentiated curriculum that those pupils will be able to access. This provision will be differentiated and refined further as an ongoing process as the level of pupil understanding is assessed on an individual basis.

4.3 In response to any specific individual needs that may arise – for instance, in providing differentiated learning resources for ASD pupils or those with sensory impairment – the SRE Coordinator will liaise where necessary with other service providers, such as the Speech and Language Therapist, or specialist organisations, such as BILD, who have relevant resources to access.

4.4 For those individuals who may be more vulnerable (through, for instance, being on the Child Protection Register), individual counselling and support will be offered within school – and if necessary, specialist agencies contacted for their support outside school. Parents and Carers will be notified at the start of any planned SRE provision or if/whenever any issues arise (see Section 7).

4.5 The teaching of SRE will adopt different approaches, with an avoidance of too much writing for pupils. Worksheets and texts will be used, primarily to stimulate ideas and generate discussion. Where writing is necessary, it will take varied forms, such as letter writing; adding speech bubbles to a cartoon strip; writing poems; adding captions to a picture; designing a poster and so on. Use will be made of drama to encourage pupils to think about different situations, empathise with characters' dilemmas, and enact a course of action 'at a distance'.

Visual resources such as videos and DVDs are also available – these are accompanied by teaching materials and enable pupils to debate what they see. The SRE programme will aim to engage boys as much as girls and activities planned to match different learning styles. Different groupings will be practised as activities require them – pupils may sometimes be required to work individually, or in paired, small group or whole class situations, and work will be assessed accordingly. Single sex groupings may be employed where it is felt to be appropriate.

Teachers will identify pupils' individual needs for support and deploy Teaching Assistants and /or additional resources as necessary so that every pupil is enabled to take part in the lesson to the best of his or her ability.

4.6 The SRE Coordinator can be consulted for advice regarding the selection of resources. A considerable bank of resources has been collected and extra resources can be obtained from the Community Nursing Team. (See proposed overview of resources for different year groups). Resources are selected for use with the following criteria in mind: - they are up-to-date and relevant; they teach the Knowledge, Values and Skills for SRE identifies in 3.2; they are academically accessible to Priory School pupils; and they reflect a society which is ethnically and culturally diverse.

5. ASSESSMENT AND REPORTING ON LEARNING:

5.1 At the priory, the PIVATS scheme is used to monitor and assess pupil progress in PSD. The assessment of SRE is linked to this, and the PIVATS scores contribute data to each pupil's Annual Review. In SRE lessons, teachers will assess progress both formatively (with comments made on pupil work for instance) and summatively (by way of a quiz type assessment of pupil learning at the end of a topic for instance). Teachers may wish to make additional formal assessments by picking key learning objectives for selected lessons and evaluation learning against them. It is not just acquired facts that will be assessed; pupils' progress in attaining new skills and reflecting on values will also be monitored too.

6. TIMETABLING FOR SRE: In consultation with Head Teacher and SRE Coordinator – reviewed annually.

7. CONFIDENTIALITY AND CHILD PROTECTION:

This policy is to read in conjunction with the existing Child Protection Policy and the DFEs Child Protection Circular 10/95 'Protecting Children from Abuse – The Role of the Education Service'. The Head Teacher is the named person responsible for implementing the Child Protection Policy. Pupils will be made aware of the 'rules' for disclosure before SRE teaching takes place. Parameters for pupil and staff disclosure of personal information will be discussed and agreed, and pupils will be supported in accessing additional services should they need to disclose personal; information and/ or seek counselling and /or legal services.

8. PARENTS'/CARERS' RIGHT TO WITHDRAWAL:

Parents and Carers will be given information as to the content of an SRE programme before it begins. This will include an invitation to discuss any concerns they may have with the teacher(s) and the opportunity to preview resources etc. Parents will be reassured that the focus of SRE at the Priory is to encourage meaningful discussion about feelings, relationships and values, as well as understand the physical aspects of sex and reproduction, and we will value the input that parents have to make. They will also be reassured that the personal beliefs and attitudes of teachers will not influence the teaching of SRE, but that they teach in accordance with the school's agreed policy framework and national legislation. However, parents and carers do reserve the right to withdraw their children from all or part of the SRE provided at school – except for those parts included in the statutory National Curriculum. The DFES can offer schools an information pack for those parents who choose to withdraw their child, but The Priory would wish to encourage a mutually supportive home-school liaison whenever possible.

9. MONITORING AND EVALUATION:

This Policy will be monitored by the head Teacher and the Governing Body and will next be reviewed in January 2016

Kat Robin January 2014