

Reviewed: July 2017

SEX AND RELATIONSHIP EDUCATION POLICY

Background Information

The Northumberland Pupil Referral Unit provides education for pupils who display behavioural, social and emotional difficulties and are at risk of failure through exclusion or disaffection in their mainstream school.

In all National Curriculum subjects occasions may arise from apparently unrelated topics when moral and ethical issues are addressed. As long as any discussion takes place within the context of the subject, it will not be considered to be part of the sex and relationships programme and therefore will not be subject to the parental right of withdrawal.

Policy Statement

SRE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings (Sex Education Forum 1999).

Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain healthy relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

The 1996 Education Act consolidates all relevant previous legislation and states that all primary schools must provide an up to date policy that describes the content and organisation of SRE provided outside the National Curriculum Science order. The DfE Sex and Relationship Education Guidance (2000) supports this legislation and recommends that all primary schools should have a sex and relationship education programme tailored to the age and physical and emotional maturity of the children.

Aims and Objectives

This policy is a working document which provides guidance and information on all aspects of SRE in the PRU for staff, parents and carers. To be accessible to all of these groups the document needs to be available on request and presented in a way that is easy to understand.

SRE aims to ensure that all children:

- develop confidence in talking, listening and thinking about feelings and relationships
- are able to name parts of their body and describe how their bodies work
- can protect themselves and ask for help and support
- are prepared for puberty

SRE will:

- provide appropriate information which is easy to understand and relevant and appropriate to the age and maturity of the children
- include the development of communication and social skills
- encourage the exploration and clarification of values and development of positive attitudes

Moral and Values Framework

The SRE programme at the Northumberland Pupil Referral Unit reflects our ethos and demonstrates and encourages the following values:

- respect for self
- respect for others
- responsibility for own actions
- responsibility towards family, friends, schools and wider community

At the PRU we aim to enhance the self esteem of pupils by providing a spiral curriculum. By this we mean returning to key SRE issues and specific skills regularly rather than as single, isolated sessions. This constantly reinforces a positive approach to self and others through the formal and informal curriculum of the PRU. The ethos of the PRU leads to positive communication and to relationships which are reinforced at all times, within both lesson and non-lesson times. Equally a strong emphasis is placed on creating an attractive, well maintained physical environment in the belief that this encourages pupils, staff and visitors to feel valued and value the PRU and its equipment. This helps pupils form and maintain relationships based on respect for themselves and their own action, at home, at the PRU and in the wider community.

Equal Opportunities Statement

The PRU is committed to the provision of SRE to all of its pupils. We aim to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated to all groups.

The planning and organising of teaching strategies will be consistently reviewed to ensure that no pupil is disadvantaged. Teachers will ensure that materials and teaching do not conflict with religious or cultural principles.

Content

In Key Stage 2 pupils learn to express their opinions about relationships and bullying and to listen to and support others, including respecting the viewpoints and beliefs of other people. They learn to recognise their own worth and identify positive things about themselves and try to balance the stresses in life in order to promote both their own mental health and well-being and that of others. Life processes are discussed including the physical changes which take place at puberty.

Organisation

SRE is taught as a separate curricular subject and is embedded in other curriculum areas, including Personal, Social and Health Education (PSHE). SRE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. Active learning methods which invite full participation are used. Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside of the PRU may be invited to contribute to the delivery of SRE in the PRU.

- all visitors are familiar with and understand the PRU's SRE policy and work within it
- any extra input to PSHE lessons is part of a planned programme, negotiated and agreed with staff in advance

- all visitors are supervised/supported by a member of staff at all times
- the input of visitors is monitored and evaluated by staff and pupils to inform future planning

Evaluation of the SRE programme outside the Science order is conducted using a variety of informal activities. Teachers are required to keep their own personal evaluation of each lesson which is to inform future planning.

Resources

Materials used reflect age, gender and cultural backgrounds of the pupils and inform the choice of images used.

Assessment & Evaluation of Learning and Teaching

SRE provision will be assessed and evaluated by children, parents/carers and staff. As a result of significant feedback the scheme will be revised and modified if necessary.

- peer assessment
- self-assessment
- teachers delivering SRE should constantly evaluate their lessons to inform future planning

Specific Issues within SRE

Withdrawal

Parents/carers have the right to withdraw their children from all or part of the sex and relationships education provided at the PRU except for those parts included in statutory National Curriculum. Those parents/carers wishing to exercise this right are invited in to see the teacher in charge who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed. This may mean that because of our curriculum a placement at the PRU is deemed by parents to be inappropriate.

Confidentiality

As a general rule confidentiality between members of staff and pupils is maintained unless the adult believes that the child is at risk or in danger. If any member of staff feels this is the case they should speak to the named child protection coordinator who may confer with the headteacher before any decision is made.

All children will be informed that confidentiality is maintained unless their safety is in question. The child will be supported by the teacher throughout the process.

Child Protection

The PRU has a separate Child Protection Policy. Effective SRE may bring about disclosures of child protection issues and staff are aware of the procedures for reporting their concerns.

Partnership with Parents

A letter informing parents of the SRE programme and an invitation to view materials is sent prior to delivery of the programme.

Parents have a right to withdraw their children from SRE lessons (outside of the Science Curriculum) and must provide their reasons for withdrawal in writing. Parents wishing to withdraw their child from SRE will be offered resources for use at home or separate provision can be made according to the child's individual need.

Controversial and Sensitive Issues

Staff are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect the differing views of others.

Dealing with Questions

Both formal and informal SRE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly and can be addressed individually later. The PRU believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection co-ordinator if they are concerned.

Sexual Identity and Sexual Orientation

The Buckinghamshire Primary Pupil Referral Unit believes that SRE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

Preparation for puberty

This will be included in the SRE programme if it is deemed specific to the individual needs of the children.

Support for boys & girls

Information including support regarding menstruation will be included in the SRE programme if it is deemed specific to the individual needs of the children.

Dissemination

All staff members have access to a copy of the SRE policy.

Any comments/feedback from parents, staff and pupils will be listened to and discussed with the teacher.

_____ **Chair**

_____ **Date**