



The Fountains Federation

# **Sex & Relationship Education Policy**

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Policy Owner: Sally Millman-Jones & Hannah Arnold

Developed: November 2017

Review: November 2020

[www.fountainsfederation.co.uk](http://www.fountainsfederation.co.uk)

## Context

At The Fountains Federation pupils have special educational needs ranging from moderate learning difficulties to severe learning difficulties and autistic spectrum disorders. The school teaches pupils from the Foundation Stage to Post-Sixteen (KS5).

The Sex and Relationships scheme of work and resources encompass the variety of special educational needs and age phases. The National Curriculum states that “All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.” In Key Stage three all students are streamed by ability, to ensure all individuals receive appropriate and suitable PSHE education. PSHE is also taught through a Nurture Group in Key Stage 3.

Schemes of Work have been created following guidance from the PSHE Association, focusing on the three core themes: Health and Wellbeing, Relationships and Living in the Wider World.

In this document the term Sex and Relationships Education (SRE) rather than sex education is used. This is to stress that sex education needs to go beyond biological information, focussing on clarifying attitudes and values, developing self-esteem and the skills to manage relationships.

## The process for policy development

Name of co-ordinators: Sally Millman-Jones (Primary Co-ordinator) Hannah Arnold (Secondary Co-ordinator)

Consultation Process:

- Working party – School Co-ordinators, On Site School Nurse, Representatives From Health
- To Staff and Governors for ratification.
- Discussion at School Council.
- Yearly consultation with parents via School Newsletter, Parents Evenings.

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## The Policy

### Aims for SRE


- To provide knowledge and information to which all students are entitled.
- To clarify or reinforce knowledge that students may have already acquired, from previous teaching or from their environment.
- To raise students' self-esteem and confidence.
- To help students understand and prepare for the changes in their development, feelings and emotions and behaviour.
- To develop skills in communication, decision making and assertiveness.
- To promote acceptable and appropriate behaviour both in public and private situations.
- To give pupils the knowledge and understanding of situations that may arise and to make pupils aware of strategies that may reduce the risk of misunderstanding and abuse.
- To be aware of other support agencies' facilities and information and to make these available to parents and pupils when appropriate.
- To give pupils the confidence to be an active member of society.

The objective of SRE is to help and support young people through their physical, emotional and moral development. This policy, embedded within PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

## Environment, relationships and ethos

SRE can be enhanced by a supportive school ethos, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment, which is conducive to learning.

The governors and staff of Fountains Special Schools Community Federation believe that sex and relationships education is part of the entitlement of all pupils. All young people, whatever their ability, develop physically and emotionally and need to be helped to understand their bodies and feelings. Learning about sexual development, together with an awareness of their



relationships with others, can greatly enhance a person's ability to lead their lives competently and with fulfilment. A good Sex and Relationships Education Programme will help a person's overall development, their confidence and self-esteem.

The basis of the PSHE programme is that each of us should feel valued for what we are and should feel of worth to others.

We believe that all students should have the necessary knowledge to be able to form loving and caring relationships at the appropriate points in their lives. Our aim is to give our students the skills to conduct such relationships with dignity and assertiveness and to avoid being exploited.

## Curriculum

Opportunities exist throughout the curriculum for promoting SRE. Parents have the right to withdraw their children from SRE. This should be done in writing in the first instance. Alternative provision will be made for those students withdrawn from classes.

## Partnership With Parents

Parents have a right to withdraw their children from all or part of the Sex Education Programme but not from lessons where aspects of Sex or Relationship Education are delivered as part of the National Curriculum.

As a staff we are aware of the need to build and maintain good working relationships with parents. We need to be able to communicate effectively with parents in order to be able to discuss attitudes and opinions on Sex and Relationships Education. We understand that parents may have fears about inappropriate behaviour and doubts about their child's ability to cope with complex emotions and decisions necessary in leading a full life. By working together and respecting cultural and religious differences we hope to avoid the situation whereby parents feel the need to withdraw pupils from the programme.

Parents also may provide a vital role in supporting and informing each other particularly when their children are approaching adulthood. Staff can act as facilitators in bringing parents together.

SRE is firmly rooted within all interventions and is not delivered in isolation.

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*The Sex and Relationships Education Programme should provide a continuum of knowledge and understanding, skills and attitudes and values. These areas may be taught through topics or specific Science/PSHE lessons as appropriate to the age and ability of the pupils.*

SRE is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage, partnerships, family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.

It has three main elements:

- Attitudes and values
- Personal and social skills and emotional literacy
- Knowledge and understanding

There will be ongoing evaluation and monitoring of the programme for SRE.

Co-ordinators have developed schemes of work to meet the needs of all students. Examples of evidence of work are to be collected for future reference and to aid others in levelling, this may take the form of either written, teacher assessment or photographic/video evidence.

Feedback is appreciated from staff as to appropriateness of schemes, and any adaptations, additions or additional resources used.

Co-ordinators welcome the support and involvement of parents in the ongoing development of this curriculum area.

## Approaches to teaching and learning

Our school can help young people develop confidence in talking, listening and thinking about sex and relationships. A number of teaching strategies help this, including:

- Establishing ground rules with young people
- Using 'distancing' techniques
- Knowing how to deal with unexpected questions or comments from pupils
- Using discussion and project learning methods and appropriate materials
- Encouraging reflection
- Nurture Group



### **To facilitate young people's learning in SRE:**

- The purpose of each lesson is made clear
- Appropriate learning experiences are planned and meet the needs of all the pupils in the class
- Learning experiences draw on pupils' own experiences or existing knowledge and provide a range of opportunities for pupils to learn, practise and demonstrate skills, attitudes and knowledge
- Time is given for pupils to reflect and consolidate their learning
- Pupils are encouraged to take responsibility for their own learning and to record their own progress
- Attention is given to developing a safe and secure classroom climate
- Staff training needs are met

### **The school leads the programme but outside visitors have a role.**

Outside Visitors include:

- School Health Team.
- Youth Work Team
- Public Health
- Community Learning Disability Team.
- Burton Children's Centre.


## **Staff Training**

Staff will be supported in delivering the curriculum via appropriate training and team teaching.

There are guidelines for school staff on confidentiality and handling sensitive and controversial issues and supporting young people. Other professionals involved in working in school are bound by their own code of conduct regarding confidentiality.

Teachers and other adults involved in SRE will sometimes hear disclosures that suggest a child may have been or be at risk of abuse. It is essential that all are aware of the school's child protection policy. A copy of this is available from the school office.

Where an adult believes a child may be at risk the designated member of staff must be consulted before any further action is taken.



Where staff have cause for concern please contact: Hannah Longley- designated lead for safeguarding, or:

- Sarah Gilrairie, Executive Headteacher
- High School - Jackie Percy, Head of School > Hannah Arnold
- Primary School - Nicola Price, Head of School > Sally Millman-Jones

## Celebration of achievement- assessment, recording and reporting

As with any learning process assessment of pupils' personal, social and emotional development is important. It provides information, which indicates pupils' progress and achievement and informs the development of the programme.

Pupils do not pass or fail within this area but have the opportunity to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on pupil's self awareness and self-esteem.

## Dissemination and review

The policy will be disseminated widely to staff, Governors and Parents through the development and review process.

The Fountains Federations is a dyslexia friendly school. All documentation is produced and presented in a way designed to maximise accessibility for those with dyslexia and to be dyslexia friendly. The school will ensure that any additional documentation or communication stemming from or as a result of this policy is produced in this way.

## Policy Review

Policy Owner: Sally Millman-Jones & Hannah Arnold

Date of Next Review: November 2020

