

Welburn Hall School



Sex & Relationships Policy

Signed by:

Position:

Date:

Co-Ordinator: Sarah Barker

Date: September 2006

Reviewed April 2008

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Amended April 2014

Reviewed January 2015

Reviewed March 2019

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1. RATIONALE

- 1.1 Sexuality is an integral and fundamental part of human development, the understanding of which enables one to develop a capacity to care, love and share inter-personal relationships.
- 1.2 Effective sex education involves more than the imparting of information about biological functions leading to childbirth. It includes an appreciation of issues about gender and the discussion and analysis of qualities, values, standards and morals of individuals together with the acquisition of skills which will enable personal responsibility to be exercised. Developing such skills of choice, decision making, assertiveness and communication also enhance the development of self-worth, self-esteem and confidence which foster respect for self and others.
- 1.3 Education about sexuality can be seen as an on-going process in which many curriculum subjects, themes and dimensions play a part. The ethos, educational and care philosophy of the school will make a further impact upon the overall program.

2. AIMS AND OBJECTIVES

2.1 In delivering a program it is this school's aim to support the personal and social development of all pupils, ensuring that they are able, to the best of their ability, to accept their own and others' sexuality, to express their sexuality in positive ways and to enjoy relationships based on mutual respect and responsibility, free from any abuse. In considering the above, all children, but particularly those with special needs, may become confused, unhappy and vulnerable to moral, emotional and physical pressures. The school therefore believes that it has a duty to provide a framework that will be sympathetic to these wide ranging needs.

2.2 In striving to meet these aims the school will endeavor to:-

- Discover what pupils know, understand, think and feel to identify their needs.
- Create a program for progressive and differentiated learning which caters for pupils' needs and is sensitive to individuals and groups.
- Encourage acceptance of sexuality by using appropriate vocabulary, signs and symbols for all parts of the body and encourage positive attitudes to bodily functions.
- Generate an atmosphere where questions and discussion on sexual matters can take place on an individual or group basis without embarrassment.
- Enable everyone to be sympathetic to the variation in the rate of growth and development (physical, emotional, social) of other people and in the ages when puberty and social activities commence.
- Provide reassurance that change is natural and is part of the life cycle and to support adjustment to these changes.
- Recognise the value of loving and caring relationships.
- Understand the value of family life, the implications of parenthood and the needs of the very young.
- Develop skills in personal relationships, decision-making and problem solving.
- Help pupils assert their rights, to resist unwanted touches or advances and communicate about such matters.
- Develop awareness of sexual identity and to promote equal opportunities.
- Develop an understanding of risk and safety and the motivation and skills to keep themselves safe.
- Be aware of sources of help and acquire the skills and confidence to use them.

3. CONTENT, TEACHING METHODS AND ORGANISATION

- 3.1 The majority of pupils in the school will grow through adolescence to adulthood in the same way as other young people. Different pupils will have different needs according to the nature and level of their disability. Any sex education program should recognise this and be so designed as to prepare them for changes associated with puberty, support them through the period of adolescence and prepare them for adult life. While much of the program may be covered by group or class teaching it is likely that many aspects may be more appropriately approached on a small group or individual basis. Some pupils may be physically mature for their age, but be developmentally delayed in terms of intellectual, emotional and social maturity. In such instances it will be necessary to combine content and methods from primary and secondary approaches.
- 3.2 As with any other aspect of the curriculum it is important that any sex education program is carefully structured and approached in a sensitive manner. Parents will need to be included in an ongoing process that considers the school's approach to sex education and the formal taught program. It is important that every opportunity is made to discuss with them the complementary roles that parents and the school have in meeting the needs of individual pupils in this area.
- 3.3 At any age many of our pupils may require a high level of physical care, e.g. toileting and bathing. The way in which these duties are carried out by staff can have a significant impact on pupils' self-esteem and their developing attitudes toward their own sexuality. Staff should familiarise themselves with the guidelines outlined in the school's 'Statement of Child Care Practice'.
- 3.4 The following areas are to constitute appropriate content for our own program based on "Living your Life" by Brook.
- 3.5 At **Key Stage 2 (8-11 yrs.)** pupils will be taught:-
- GroupBuilding
 - Likes and dislikes
 - Living with a disability
 - Personal space.
 - Appropriate and inappropriate interactions.
 - To name parts of their own bodies and those of the opposite sex.
 - To use agreed vocabulary for communication about them in class and out of school.
 - To feel secure in asking questions.
 - To develop sensible attitudes to bodily functions.

- To be aware that people differ in their stage and rate of development and have different needs at different times.
- To be sensitive to the feelings of others.
- To develop awareness of the different levels of relationship which may exist between individuals, child and adult, and of the need to adopt appropriate behaviour patterns and forms of communication.
- To begin to develop the attitudes and skills necessary for pupils to withstand peer and other pressures.
- To prepare for puberty and the physical, emotional and social changes involved.

3.6 Work at **Key Stage 3 (12-14 yrs.)** should include:-

- GroupBuilding
 - Likes and dislikes
 - Living with a disability
 - Personal space.
 - Appropriate and inappropriate interactions.
- The physical self.
 - Public and private
 - Gender identification
 - Appropriate behaviour in toilets both private and public.
- Emotions.
 - Full range of emotions explored and taught.
- Relationships.
 - Self esteem.
 - Interpersonal social skills.
 - Greeting behaviours with different people.
 - Roles.
 - Forming and ending relationships.
 - Girl and boyfriends.

3.7 Work at **KS4 and post 16** should include the above topics in greater depth plus the following:-

- Contraception and abortion
- Gender Roles
- Decision making
- HIV infections, Aids and Sexually Transmitted Infections

- Pressure groups and the media
- E-safety including online pornography and sexting
- Preparation for parenthood, child development and child care
- Self gratification and auto eroticism
- Moving towards independence
- Relationships
 - pre-marital relationships
 - marriage and commitment
 - responsible parenthood
 - sexual relationships
 - assertiveness in relationships
 - making and breaking
 - separation and divorce

3.8 In addition pupils need to:-

- Share an acceptable agreed vocabulary for talking about sexual matters.
- Feel secure in asking questions or joining in discussion.
- Be sensitive to the feelings of others.

4. Sex and Relationship lessons are taught differently depending on the ability of the group.

- Our informal learners learn through immersive experiences as part of the holistic approach to their learning. Teachers in the informal setting ensure that they meet the needs of each individual rather than a subject based approach.
- Our semi-formal learners are taught exclusively for 30minutes a week.They focus predominately on learning about relationships both friendship and love, safety, LGBTQ and the development of their bodies. When ready they will be taught about sexual relationships in small same sex and mixed sex classes.
- Our formal learners have exclusive RSE lessons for 30 minutes where they learn how to stay safe, develop and maintain all types of relationships, sexual relationships and STI's and LGBT.~The main focus is to prepare the pupils for a more independent life.
- The lessons are taught by the class tutorWhere extra input is needed of a more personal nature the school liaises closely with the Learning Disability Nurses and the School Nurse. Lesson topics are carried on within the residential setting with regular liaison between the class teacher, the sex education coordinator Sarah Barkerand all care staff members. Parents will be informed of the content of the program and forewarned of any sessions that may contain explicit or particularly sensitive matters. Parents are to be encouraged to liaise

- with staff over any problems associated with this topic. By law parents have the right to withdraw a primary age child from part or all of the sex education program outside that covered by the National Curriculum. Prior to exercising this right, the school would ask that parents voluntarily contact the school to discuss their concerns.
5. Pupils should be at liberty to approach any member of staff for personal advice, whether this be on sexual matters or any other area of human activity. No member of staff should ever promise confidentiality and this should be made clear to pupils at the time. If a member of staff or pupil feels that a matter needs to be taken further then a senior member of staff should be informed. See Child Safety Policy.
 6. Staff should be encouraged to work as a team in delivering this program. No member of staff should be required to deliver an element of the program with which they are not comfortable. Assistance in supporting the team with this matter will be on offer from the school nurses and sex education coordinator Sarah Barker. Implications for further staff development may arise; these will have to be identified and included in future school development plans. No program can be delivered without adequate resources. Advice will be sought from the County's Health Education co-ordinator and the Health Authority Health Promotion Service about appropriate training and resources.