

Sex and Relationships Education Policy

It is recommended that schools have an integrated PSHE policy of which the SRE element forms a part. Longwill has had a SRE policy that fulfils this.

This section of the overarching PSHE policy is the latest update

A Parents Forum was convened in Summer Term 2013 and all aspects of the policy were reviewed.

Sex and Relationships Education Policy at Longwill School

SRE is taught throughout school as part of the PSHE programme in a variety of ways. As a school for the Deaf children coming from a wide range of cultural, ethnic and social groups across the West Midlands.

Aims and objectives of the policy

- In Longwill we operate an enhanced approach to PSHE and SRE in particular, in consideration for the effects of their Deafness on their lives as young children and as young deaf people living in a 21st century world.
- SRE is a planned element of the PSHE curriculum that is designed to give children the knowledge, skills, and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens in a rapidly changing world.
- In undertaking the SRE aspect of the PSHE and citizenship curriculum, children learn to recognise their own worth, work well with others, and become increasingly responsible for their own learning.
- They learn to understand and respect our common humanity, diversity and differences. They find out about political and social institutions, which affect their lives, as well as their rights and duties as individuals and members of society.

This framework categorises the areas covered by the wider Spiritual, Moral, Social and Cultural Curriculum particularly the aspects of PSHE and citizenship including SRE as follows:

- Developing confidence and responsibility and making the most of the children's abilities and helping them adapt to the effects of profound Deafness in a Hearing world.
- Preparing to play an active role as citizens.
- Developing a healthy, safe lifestyle.
- Developing good relationships and respecting the differences between people.

Moral and Values

1. Our Teaching of SRE reflects the schools' ethos and values, as well as being in line with the SRE Guidance, which states: 'as part of sex and relationships education, pupils should be taught about the nature and importance of marriage for family life and bringing up children.'
2. Our teaching of SRE aims to address the need to build self-esteem and develop a sense of responsibility as well as information giving and social skills development

The Content of sex and relationships education programme

The Aim of the programme is to know the following at the various Teaching and Learning Groups

Foundation (via topic work) Aspects of the Foundation Early Learning Goals in the area of PSHE curriculum-

About baby animals -and that like comes from like
To care for our bodies
To respect others feelings and culture
The importance of being a good friend

TLG1/2 (via topic work in the Science and PSHE programme)

To name body parts
To care for a pet
To know that humans develop from babies and have special needs
To know about birth and that living things also die.
To appreciate how people work together, in families, at work,
To listen, share and discuss
To know about personal safety and that individuals have a right s over their own bodies
and that there are good and bad touches.

TLG3/4 and 5/6 (via Science and PSHE topics)

To know the basics of human biology of reproduction
To know some of the basics of parenting
To know that there are many patterns of friendship and relationship in families, school and communities.
To know how children develop from birth to five.
To know about the needs of the old and ill and what happens with death.
To know that agencies exist to help and support families and individuals with special understanding that Deaf people may need special support in the hearing world at times.
To understand the power of peer pressure and to say NO to things they know are wrong or harmful. (see Drug policy, Safe Internet Policy, Social Media policy, Child Protection and Safeguarding policies)

The 'Growing Up' module

This is the module in which specific aspects of puberty are explicitly taught to prepare pupils for their changing bodies. The aim is to ensure that pupils will understand the following:

- To understand 'Me in time' and how we grow and change.
- To know about the development of a baby in utero.
- To understand that babies have physical, emotional and psychological needs and a family
- To know about puberty and the changing physical and emotional state.
- Girls to know about menstruation, the reasons for it and management of periods.
- Boys to know about physical male changes.
- To know the importance of personal hygiene during adolescence.
- To understand the basic elements of human reproduction.

The organisation of sex and relationships education

With an emphasis on relationships and the importance of the family in the rearing of children Sex education is taught to all children annually in Year 5 and 6. There is a spiral curriculum in place throughout the Key Stages and a same gender teacher gives part of the module of 'Growing Up' altogether but some elements in single sex groups. Each group works with a deaf adult to enhance the discussion and ensure the fullest understanding of the issues raised.

The Sex Education Module.

(See attached appendix)

- A 6-hour module is given to Year 5 and 6 during the summer term usually each year. There are a variety of ways this is organised but generally it will be in four sessions of one and a half hours each.
- The sessions will normally be part of the project mornings when PSME/RE curriculum is taught. This is a team teaching situation and the best solution for Sex Ed teaching will be sought. The teachers who are the most comfortable with teaching sensitive issues will be requested to deliver the material.
- The groups are single gender to enable a different focus and emphasis to the needs of boys and girls and oncoming puberty.
- The PSME co-ordinator, in conjunction with the Key Stage Two co-ordinator and KS2 team, is responsible for the organisation of the delivery of the module.
- The range of people delivering the sessions will vary as the team evolves
- Some general Sex Ed issues will be covered in the KS2 science programme and through environmental studies of nature.
- Some 'relationships' issues will also be addressed at daily circle time. The aim for an increased emotional literacy for all the pupils through this time is very useful when discussing sensitive issues that may potentially be embarrassing. The children are encouraged to say how they feel and share any concerns or worries about sex issues.

Teaching Methods and use of resources

1. Deaf pupils respond to small group discussions and a variety of approaches.
2. The use of good visual resources is encouraged and a variety of models, videos, posters, worksheets are used as they become available and considered suitable by the Head teacher and staff concerned under the auspices of the agreements made by the parents and governors when the original policy was formulated.
3. There is a good selection of resources in Room 4 resource Room in school but we regularly make use of the Health Education resources provided by the LA Unit. The resources will be selected and checked for stereotyping, bias and prejudice.
4. The Draw and Write technique is particularly useful to find out what the children actually understand and to give a starting point for teaching. There is usually a range of ability and special need to consider in each group.

How the programme will be evaluated

The teachers concerned regularly informally discuss the process of each group and adapt their teaching as necessary.

There are no formal assessments.

The success of the module is usually noted by observation of the pupil's behaviour and ability to handle menstruation and their growing bodies and physical changes, and in the quality of the relationships and discussions they have.

Consultation with Parents

1. Parents will be informed of the plans to begin the Growing Up module at the start of the Summer Term, or at least 4 weeks before it is due to begin. This will allow any concerns or worries to be addressed.
2. Any parent is entitled to withdraw their child from the Module. The Home/school liaison teacher will discuss the implications of this and ask that the school arrangements for the management of their daughter's menstruation be addressed.
3. Parents are welcomed to come in to school to view the materials that will be used during the teaching of the Growing up module.

Handling Sensitive Issues

Child abuse and protection procedures

Children will be told that the issues covered in SRE are private and they will be treated with confidentiality in school.

It is also pointed out that if a child wants to raise an issue that puts their safety in question that the teacher will seek help from the designated child Protection Officer in school. This will always be done sensitively taking care about not putting pressure on the child in a group or individually if making a CP disclosure.

Links with other policies

It is important to help the children be aware that teasing or bullying another child because of something they may say in a SRE group is not allowed and will be treated seriously as a bullying incident (see Behaviour and Bullying Policy)

Equal opportunities

Each pupil regardless of race, gender and disability, is entitled to the SRE programme And will not be excluded for any reason other than parental wishes for withdrawal. Special provision for the needs of children with SEN will be met through careful teaching and one-to-one support of a Deaf adult.

Some Special Cases

On occasions it may be necessary to address issues that fall outside the remit of the programme. Answering difficult questions of pupils whose life experience has been wider than the usual level of understanding of a child of 10/11years old will need sensitive handling in an honest and open way. The advice of a parent or carer, or in certain cases a Social Worker or Counsellor, may be sought for the best solution for that individual child. It is important that misunderstandings and fears be eased by discussion, individually if necessary.

Monitoring and evaluating the policy

- There are regular reviews of the Policy as defined by the Curriculum Review programme in the School Improvement Plan. PSHE is reviewed on a three-yearly cycle.
- The next review of this policy will be in Autumn 2016.
- The SRE module for 'Growing up' is monitored and an internal monitoring and evaluation is carried out in a meeting after each module is finished.
- The mapping process of all areas of PSHE/Citizenship/SRE happens each term in each Key Stage, where coverage is noted and records of class/group experiences in SRE will be noted.

- The PSHE co-ordinator will monitor the teaching in each Key Stage in the more general aspects of SRE (not just the specific Growing Up module) by regularly observing work, displays, planning and discussions with the teachers.

Dissemination of the policy

This policy was originally discussed in a whole staff meeting and changes made to the draft where necessary.

The policy will be made available to read by anyone interested and is kept in the policy display unit in the staff room.

Staff training and involvement in all aspects of PSHE will be carried out on a Training day or a series of twilight meetings.

Parents are informed by newsletter or at Parents evening meetings about any new policy and they will be encouraged to ask questions and continue to be involved in all aspects of SRE in Longwill School.

There is a School Prospectus and website detailing all aspects of school life, including our approach to the SRE policy.

Babs Day

May 2013