

**Lincolnshire Wolds Federation
SRE Policy**



Monitoring and review

The Executive Head is responsible for monitoring and reviewing this policy

Approval

This policy was agreed by the Board of Directors on: 12 June 2017

The Lincolnshire Wolds Federation (LWF) recognises that a clear SRE policy will support the school in meeting outcomes of staying healthy and staying safe.

LWF caters for students between the ages of 2 and 19 with moderate to severe/profound learning difficulties and complex needs. Our students' needs are extremely wide ranging; with a large majority on the autistic spectrum, with others having Emotional and Behavioural needs, ADHD and varying degrees of developmental delay, and some with Profound and Multiple Learning Difficulties. All of our students have associated learning difficulties, some may have significant differences in sensory processing and/ or communication difficulties. Our whole Federation approach is that we believe our students have an entitlement to a person centred appropriate SRE curriculum, in order to meet them at their point of need.

This policy incorporates the latest guidelines and ensures a framework for a relevant SRE curriculum for all of our pupils and students taking into account issues such as sexuality, disability, ethnicity and faith.

Students will access opportunities across the pathways in order to meet their individual needs, including:

Pathway 1 curriculum:

- About relationships.
- Body awareness.
- Communicating 'yes/no'

Pathway 2 curriculum:

- About gender.
- Hygiene.
- Relationships.
- Appropriate touch and boundaries.

Pathway 3 curriculum:

- Knowing my body.
- Communicating choices.
- Understanding emotions.
- Feelings.
- Empathy.
- Public and private.
- Being safe (E-safety and an awareness of the risks of sexual exploitation).
- Rights, responsibilities and consequences.
- Hygiene.
- Self-esteem.
- Appropriate touch and boundaries.

What is SRE?

Sex and relationships education is taught as part of the Personal, Social and Health Education (PSHE) curriculum at LWF. Our approach to SRE goes beyond the provision of biological information; it focuses on attitudes and values, developing self-esteem and the skills to manage relationships and keeping yourself safe. SRE has links made with other parts of the PSHE curriculum in particular SoSafe and E-safety. In addition we may draw upon other programmes of support such as FRIENDS, PEERS and BEING ME to enhance and evolve our SRE provision.

National Guidance

- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive SRE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.
- The Department of Health set out its ambition for all children and young people to receive high quality sex and relationships education in the *Sexual Health Improvement Framework* (2013), while the Department for Education's paper *The Importance of Teaching* (2010) highlighted that 'Children need high quality sex and relationships education so they can make wise and informed choices'.

LWF takes full account of these obligations and legal obligations of section 2.1 of the National Curriculum framework (DfE, 2013) which states:

- 'Every state-funded school must offer a curriculum which is balanced and broadly based and which:
 - ***promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society***
 - ***Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.'***

Aims

Pupils and students should:

- Increase their factual knowledge of the human body in order to feel comfortable with their own body and sexual nature.
- Follow a programme, appropriately related to personal needs and levels of maturity.
- Develop the learning outcomes from the National Curriculum Science and PSHE.
- Learn how to keep themselves safe and where to seek help and support.

Principles

As children grow up it is important that they have an understanding of their own bodies, instincts and feelings.

A planned programme of SRE will include:

Sex education being appropriately delivered for the needs and maturity of the pupils.

The Sex and Relationship Education Programme will include:

- Knowing my body.
- Knowing me.
- Private and public.
- Touching and allowing others to touch me (understanding boundaries).
- Forming relationships.

- Sexual intimacy – for named students with support at an appropriate/ individual level.
- Keeping myself safe.

A whole school approach that involves parents, carers, Advocates (Governors), health and school staff.

Staff who deliver SRE will receive relevant training from identified organisations and consistent support from their line manager, seeking specialist advice and guidance where required.

- Children's views being listened to in an atmosphere of trust.
- Questions and answers, linking in with set ground rules.
- Adherence to the school's policy for confidentiality.

Members of staff responsible

It is the duty of all staff in LWF to promote pupils' well-being and provide pastoral support on a range of issues.

SRE is delivered by staff that feel comfortable with the content of the sessions and can ensure, where possible, its successful implementation. SRE is covered by the PSHE scheme of work and is delivered as part of a planned programme.

The National Curriculum Science programme complements the SRE programme when the pupils/students are required to name body parts, and know about life processes, human reproduction and human life cycles.

In most instances groups, will contain a mix of boys and girls. Where appropriate single sex groups and individuals can be taught separately.

Monitoring takes place through observation and evaluation of learning outcomes.

The Heads of School and Teaching and Learning Leaders (Tall Teams) in the Federation will maintain an overview of the SRE provision and have overall responsibility for its development. They are responsible for curriculum provision within their designated areas and will support the monitoring and collation of information regarding delivery and content suitability.

Progression and Continuity

SRE work that has been previously introduced is developed and expanded by re-visiting topics throughout the pupils' educational career. Work needs to be carefully matched to individual needs based on teacher assessment.

Context of the Policy and Relationship to other Policies

References will be made in relation to other policies. These are all available for reference on the Federation website.

Good Practice in the Use of Supporting Professionals

Visitors will be briefed in advance of the visit so that they understand their involvement and they will know: the time available, number of pupils/students, their age and ability, the equipment, facilities and accommodation available to them.

Where possible, supporting Professionals will come in school and be introduced to the pupils and students before carrying out their work.

Questions of a sensitive nature or any that are left unanswered need to be addressed at an appropriate time, with the pupils or students understanding that this will

happen. For students who have the ability to ask questions but don't feel comfortable doing so in the group environment a 'questions box' will be introduced. Students can post questions anonymously, which will enable their questions to be addressed in a group environment and for learning to be facilitated both through and with the other group members.

Confidentiality and Child Protection

There may be times when a child wishes to confide in a member of staff. Pupils and students need to be aware that school staff cannot guarantee absolute confidentiality. (Please see Confidentiality Policy for further information.) LWF's Child protection policy outlines areas of responsibility and referral procedures should a pupil/student confide in a member of staff a matter causing concern.

Ground Rules

Ground rules will be negotiated by all professionals and pupils involved.

Parental Concerns and withdrawal of pupils

Parents have the right to withdraw their children from sex and relationship education that takes place outside of the statutory National Curriculum Science Orders. The parental right of withdrawal extends to all students including those over compulsory school age and can be exercised by either parent or legal guardian; no reason has to be given. A parent or guardian who wishes to exercise their right of withdrawal should contact the Head of the School that their child attends.

LWF will offer parents an opportunity to talk about their concerns regarding SRE and make support available. We believe that parents and families with better support, can play a bigger role in educating their children about sex and relationships and keeping safe.

LWF informs parents about aspects of SRE they are delivering in each strand to build a stronger dialogue between school and home. This will assist parents to be clear about what is being taught and are reassured that good SRE will give their children the knowledge, skills and confidence to make informed, safe choices.

Parents can view the materials used in school and discuss the content of the SRE programme with school staff.

Equal Opportunities

All of the pupils/students are given the opportunity to take part in the SRE programme regardless of their gender, ethnicity or ability. Every effort is made to ensure that self-esteem and respect are fostered in staff, pupils and their families.

Dissemination of the Policy

The SRE policy will be presented to the SLT and then the school staff.

A copy of the SRE policy document will be available on the school's website. Parents can request a hard copy of the school SRE policy.

Policy Ownership and Responsibilities

This policy will be considered to be a living document. As such, it will be periodically updated and reviewed. Ultimate responsibility for its introduction and implementation will rest with the Academy Advocate body/executive head teacher/head of school. However, it is important to remember that all staff, students and parents have an active part to play, both in the evolution, development and maintenance of this policy.