



Iffley Academy

Sex and Relationships Education

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| SLT Lead | Yvette Fay |
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| Signed: Head Teacher | _____ |
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| Chair of Trustees | _____ |
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Sex and Relationships Education

The Iffley Academy is committed to providing high quality Sex and Relationship Education (SRE) and guidance as an integral part of the Personal, Social and Health Education curriculum for all students in Year 6 -13. It will seek to ensure that the provision is appropriate to the age, ability, and the special educational need of the individual student and is underpinned by equality of opportunity and latest researched recommendation.

SRE is part of the curriculum for modern life and should provide young people with both the knowledge and skills to manage their lives, have healthy and positive relationships, stay safe, make informed decisions and thrive as individuals and members of society. The SRE provision and programme of study at The Iffley Academy will aim to provide young people with opportunities to develop skills and qualities such as resilience, communication and empathy. We know that these are key skills, which our students require to lead successful, safe and healthy lives.

We will provide high quality PSHE and age-appropriate SRE teaching across the school as we recognise that this is essential in keeping our students safe and healthy, inside and outside of school. Young people today face unprecedented pressures posed by modern technology so our quality PSHE and SRE programme will provide them with the information they need to stay safe and build resilience against the risks of exploitation. We know that good PSHE supports young people to make informed choices and decisions.

We embrace many different cultures, religions and social backgrounds and all needs will be acknowledged and understood in the delivery of this subject. Sex and Relationship Education and guidance is the responsibility of all staff within the school. We aim to help our students enhance their self-esteem and awareness so that they can make appropriate choices and transitions, which maximise their potential and enable them to gain satisfaction from their adult lives.

We fully support and embrace the recommendations that SRE is approached in partnership with families and understand that for our students to make the most of understanding this aspect of their lives and society, that communication and sharing of knowledge between school and families is key. It is important to aid families in being able to support their child through puberty and understanding of SRE. (To support this commitment, workshops to develop parents understanding of the SRE program of study, to identify their wishes and concerns for their child and to share good practice were held during the academic year 2016-2017. See attachment 1 for the outcomes of this.)

Our policy is:

- It is everyone's right to have relevant knowledge of their sexuality regardless of whether or not they have special educational needs.
- To confront the many myths and misconceptions passed on regarding the sexuality (or supposed lack of it) of people with a learning disability.
- Sex education will be co-ordinated by each student's class teacher who will normally be assisted by classroom support staff and/or the specialist staff. Arrangements are flexible so that this area of the curriculum can be delivered sensitively and in accordance with the wishes of the students e.g. mixed groups; male staff teaching boys; female staff teaching girls; group dynamics etc. (Although it is to be noted that through the research work completed with students during the academic year 2016-2017, students were clear that they wanted boys and girls to be taught together not separately as they needed to know about the needs of the other sex. See attachment 2.)
- We do not feel it is appropriate to artificially divide our sex education syllabus into the primary and secondary stage of the school. Students will have access to the curriculum at the level appropriate to their age, maturity and understanding.
- If parents feel they might wish to withdraw their child from this area of teaching they are encouraged to first discuss this with their child's class teacher or then Mrs Y Fay, Assistant Head Teacher.

We must accept that for some students with very limited cognitive skills it may only be possible to teach sex education on a behavioural level, discouraging unacceptable sexual behaviour without detailed explanation of why this is being discouraged. However, even in these extreme cases, it is hoped that as a pupil's cognitive awareness develops, it may be possible to introduce him or her to the early stages of the SRE Program and provide more detailed sex education. Apart from explicit teaching of sex education, we fully recognise that implicit teaching through cross curricular links, the ethos of the school and the behaviour and attitudes of the adults within it will also be very important. In conjunction with this belief, it has been identified that within both Communication and Computing lessons each year, there will be specific links to the PSHE Program of Study, which relate to the relationships aspect of SRE. There are outlined recommendations for each gallery, to ensure wide coverage of core themes, but these are recommendations and may be adapted to suit the needs of the learners. (See attachment 3)

Some of our students may require individual support and teaching in SRE and in these cases this work will be directly linked to their individual targets from their Termly Outcome Plans linked to their Education, Health and Care Plans.

Summary of Programme Content

- Knowing your own body
- How to develop positive relationships
- Avoiding exploitation – saying no
- The law around consent
- Gender concepts and growing up (1): dealing with emotional changes; understanding one's own personal qualities; social interaction with peers
- Gender concepts and growing up (2): understanding the biology of sexual maturation, focusing on the physical and emotional changes associated with puberty as well as the related issues of personal hygiene
- How babies are made
- Contraception and sexual health
- Adulthood and family life: the values of family life and promoting the benefits of family life; recognising the responsibilities of parenthood

(The Iffley Academy uses the PSHE Association Program of Study to support our program content but adapts the recommendations for each Key Stage to be taught to the need of the student rather than their age. See attachment 4)

Students will receive information about sexually transmitted infections including HIV and AIDS and the importance of practicing safe sex, contraception and its importance in guarding against unwanted pregnancy and sexually transmitted infections. We will also cover the legal implications of sexual behavior and harmful sexual behaviours.

Aims and objectives

- To understand and manage changing relationships and recognise where and who to go to for advice and support
- Encourage self awareness and awareness of others' personal social and sexual preference in relationships
- Understand and recognise both physical and emotional changes that take place during adolescence
- To raise confidence, self esteem and empower young people to develop informed positive choices, develop good interpersonal skills and skills of assertiveness in order to resist peer pressure and stereotyping
- Be able to recognise the risk of personal safety in sexual behaviour and how to make safe decisions
- To build up knowledge and skills to understand reasons for delaying sexual activity.
- To understand the various forms of contraception available and where it can be accessed
- Information on local and national contraception and sexual health services
- To avoid unplanned pregnancy
- Recognise the value of family life, the need for commitment, trust and love in a meaningful relationship or marriage.



Delivery and Implementation

The implementation of this policy is the responsibility of the Assistant Head Teacher along with all teaching staff, together with outside agencies and partners.

The Sex and Relationship Curriculum will be delivered in a variety of ways, including sessions delivered by specialist professionals; lessons delivered by the class team, 1:1 sessions with pastoral support staff, small group discussions, off site visits and the use of on-line resources and interactive resources. A variety of teaching methods and materials will be used. All class teachers will be involved in providing guidance for their students on SRE and will ensure that the delivery and content of the programme is suitable and appropriate for their SEN. All staff at the academy have a responsibility to make appropriate contributions to the wider PSHE curriculum through their roles as tutors, subject specialists and specialist support staff to fulfil the aims of the whole school policy.

As a result of the schools consultation work with students during 2016-2017, regarding their wishes from the SRE and how it is delivered, the following points have been agreed: a survey will be completed with all students the term before SRE is delivered, for staff to understand which areas students feel they have a good knowledge of and areas they wish to know more about. This will support planning to be tailored to student need. Each class will create a system(s), which meets the needs of the class, to be run for the term in which SRE is taught and will enable students to ask questions they may wish to ask but feel uncomfortable about. For example: e-mail questions, anonymous question box.

A letter will be sent out to parents before the SRE program begins and it will provide core information about what will be covered each week, to support parents in reinforcing specific learning at home and to help prepare for questions they may be asked.

To support and enhance the importance of SRE, from the academic year 2017-2018, Guggenheim Gallery will complete their SRE lessons as part of their ASDAN Personal, Social Development accreditation. Through this work it is aimed that each student will leave with this qualification at either EL1,EL2,EL3,L1 or L2.

The programme is designed to support and compliment the role of parents who have the prime responsibility in this sensitive area. Parents have the right to withdraw their child from all or part of the Sex and Relationship programme that is not included in the programme of study for the Science national curriculum. This should only happen after careful consideration and discussions with Mrs Y Fay, Assistant Head Teacher and should be confirmed in writing by parents.

Working in partnership with parents

During the academic year 2016-2017, two Therapeutic Support Workers and a Governor have been trained to run the Family Planning Association Speakeasy Course. The aim of this course is to support parents in being confident and able to talk to their children about sex and relationships. A course will be run for parents at least once an academic year.

Recommended books and material for supporting students with SRE will be shared with parents through the newsletter.

Equal opportunities

Sex and Relationship Education will be delivered to both genders normally in mixed classes. There are however certain subjects that might be delivered in single sex groups, if there is a need for this. Staff will present all information without bias and will present information about relationships as gender neutral. Staff will provide a range of information to students and present ideas from different religions and cultures.

Evaluation

The effectiveness of Sex and Relationship guidance will be evaluated at least every two years. During this process parents/carers and students will be consulted. Coverage of core themes and the Program of Study will be overseen by Learning Managers.

Links

When writing this policy the following advice and guidance has been considered:

- Sex and Relationship Education Guidance: DfEE 0116/2000
- www.pshe-association.org.uk
- Special educational needs and disability code of practice: 0 to 25 years
- Does sex and relationships education work? (Sex Education Forum)
- Not yet good enough: personal, social health and economic education in school (Ofsted 2012)
- Sex and relationships education for the 21st Century (DfEE Guidance)
- Family Planning Association Guidance and training
- Sexuality, Puberty and Relationships in Autism Seminar. (Dr Sally Powis, Consultant Clinical Psychologist)

Other policies, which link to this

- PSHE Policy
- Citizenship Policy
- SEN Policy
- Equality Policy
- Safeguarding Policy
- Child Sexual Exploitation Policy
- E-Safety Policy