



Brown's School
Empowering Tomorrow's People



Brown's School **Sex and Relationship Education (SRE) Policy**

Brown's School is required to have a written statement of the policy available to parents. The Senior Leadership Team must ensure that any sex education is provided in a way that ensures students are taught about the nature of marriage and its importance for family life and for bringing up children, and that students are protected from teaching materials which are inappropriate, having regard to the age and cultural background of the students concerned. This policy takes full account of the school's legal obligations and the latest DfE guidance 'Sex and Relationship Education Guidance' (2000).

All schools must have an up to date SRE policy which is made available for inspection and to parents. The policy must:

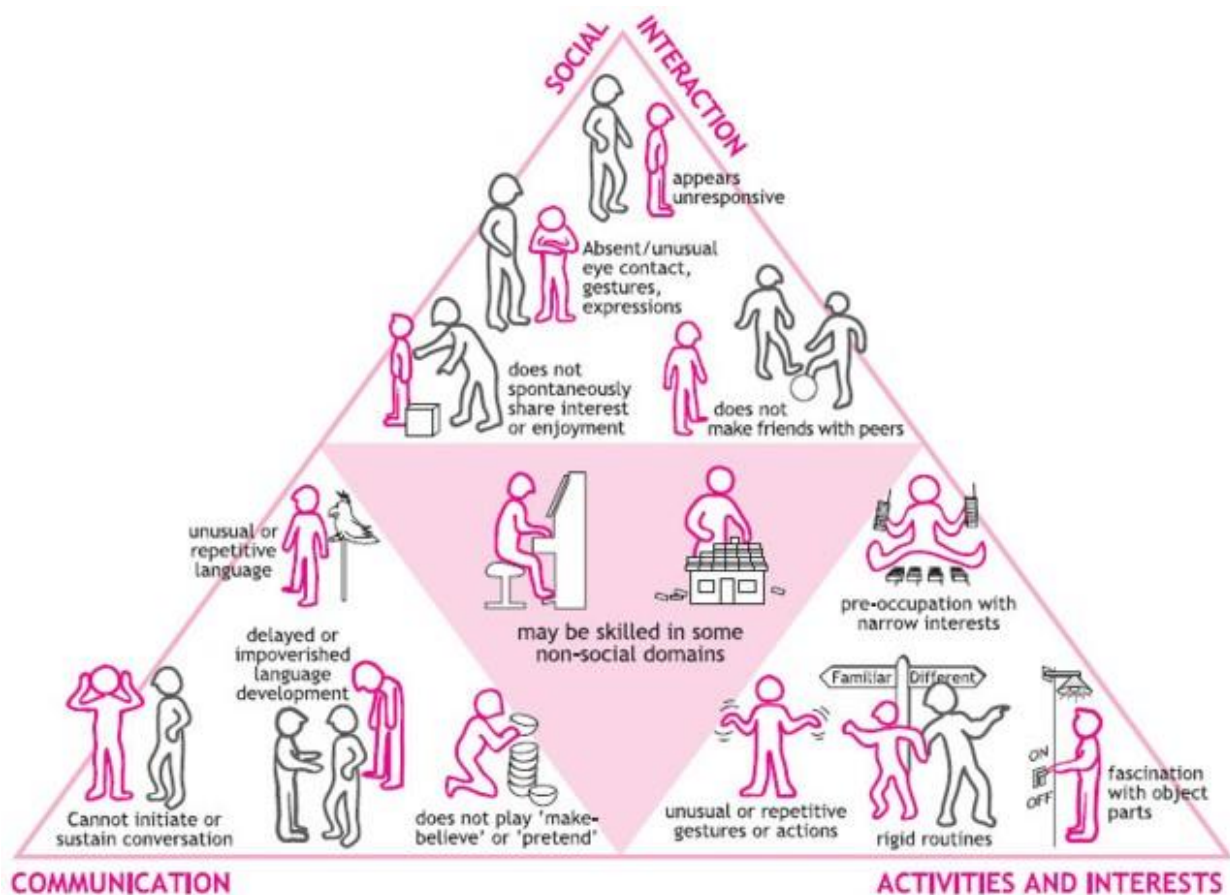
- Define sex and relationship education
- Describe how sex and relationship education is provided and who is responsible for providing it
- Say how sex and relationship education is monitored and evaluated
- Include information about parents' right to withdrawal
- Be reviewed regularly

The term sex and relationships education (SRE) is used in this policy rather than sex education. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, learning to recognise emotions and developing self-esteem and the skills to manage relationships.

SRE is: *'...lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health'* (Sex and Relationship Education Guidance, DfE 0116/2000).

Sex and Relationships Education at Brown's:

SRE aims to provide an understanding that positive, caring environments are essential for the development of self-esteem. It aims to educate that individuals are in charge of and responsible for their own bodies and actions. SRE provides knowledge about the processes of reproduction and the nature of sexuality and relationships. It should encourage the understanding and respect which allow students to manage their relationships in a responsible and healthy manner. Many of the pupils at Brown's suffer with complex co-occurring difficulties which mean that SRE must be taught in an appropriate and sensitive way to ensure that it is relevant and that our pupils can access, retain and utilise their knowledge in later life.



The triad of impairment (Figure 1, above, originally devised in 1979 by Lorna Wing and Judy Gould) is a useful tool to refer to when educating pupils with complex needs (especially those with an ASD diagnosis). As we can see from the diagram there are aspects that may make SRE difficult for our pupils to understand. For example, a pupil who does not make friends with peers will find managing any relationship difficult. It is also worth noting that the pupils at Brown's School are vulnerable in the outside world and it is our responsibility as educators to ensure that they leave Brown's with the tools to protect themselves.

Context:

At Brown's School we teach SRE in the context of the school's aims and values framework. While SRE in our school means that we give students information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all our work in school. In particular, we teach SRE based on the following principles:

- The value of stable and loving relationships
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views
- The development of relationships, including sexual relationships, based on mutual consent, rather than coercion
- The right not to be abused by other people or be taken advantage of
- The right of people to follow their own sexuality, within legal parameters

At Brown's School we also ensure that we are:

- Listening to the views of students in our school regarding matters of a sexual or relationship concern

- Look positively at any local/borough/government/charity initiatives that support us in providing the best SRE programme that we can devise
- Link any concerns to the SMT and Safeguarding Officer
- Ensure that any disclosures are reported and recorded in accordance with our Safeguarding and Child Protection Policies

Delivery:

Sex and Relationships Education is an integral part of the curriculum in both the Junior and Senior school. Understandably the content and delivery of SRE varies between them. The differences are detailed later in this policy. SRE is imbedded across the curriculum and parts of it are covered in Science, Social Skills, PSHE, OT (Activities of Daily Living) and through visits from the school nurse. In some cases SRE is taught through specialist interventions through programmes devised by the school nurse, the occupational therapy team and the speech and language therapy team. In these cases pupils may have been identified by staff as needing a bespoke programme to support their needs.

The different staffing of this and the experience contained within this teaching body is seen as a valuable resource for the delivery of sex and relationship education. This provision is seen as progressive in terms of language, concepts and content which increases in depth and complexity as students progress through the school. Our main objective through SRE at Brown's School is to enable our students to keep themselves safe.

A wide range of teaching methods are used, that enable students to actively participate in their own learning. This includes use of quizzes, case studies, research, role-play, video, small group discussion and use of appropriate guest speakers. Teaching is conducted in a safe learning environment through the use of ground rules and distancing techniques so that students are not put on the spot or expected to discuss their own personal issues in class. Teaching resources are selected on the basis of their appropriateness to students.

Objectives:

Throughout the course of teaching, a variety of sensitive issues will inevitably be explored. It is recognised that an individual's sexuality is a highly personal matter. The teaching of sex and relationship education at Brown's School will place stress upon the need for understanding and awareness of a variety of sexual preferences across the spectrum of human sexuality. Students will be given up-to-date information on a wide variety of subjects however, specific advice and guidance to individuals will not be made without consultation with the parents.

The prime responsibility for bringing up children rests with the parents. Brown's School recognises that parents are key figures in helping their children cope with the emotional and physical aspects of growing up and in preparing them for the challenges and responsibilities which sexual maturity brings. The teaching offered by Brown's School should be seen as complementary and supportive to the role of parents. In an attempt to achieve this, the 1988 Education Reform Act (Section 1) states that all students should be offered the opportunity of receiving a comprehensive, well-planned programme of sex education during their school careers through a curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at school and of society
- Prepares such pupils for the opportunities, responsibilities and experiences of adult life

When teaching any aspect of SRE, it is important that certain ground rules are formulated and discussed with the students first. These include:

- Work be done in such a way which does not involve anyone, staff or students, having to answer personal questions
- That any teasing on sexual and relationship matters will not be tolerated and will be treated as harassment or bullying
- Two members of staff will be present when teaching takes place, where possible a member of the therapy team will also be present to ensure that all pupils are able to access the curriculum

It is important that all staff and outside visitors taking part in this programme are aware of these ground rules and that they understand that a classroom is not the same as a counselling session or clinic.

In any one class there are students from different backgrounds, at varying levels of physical and emotional maturity. Teachers need to be sensitive to the needs of all their students and work in a way which protects their sensibilities. At Brown's School we pride ourselves on providing a well-rounded curriculum that all pupils are able to access. In the case of SRE it may be appropriate for pupils to attend different classes than their peers of the same age due to differing needs or areas of concern.

What follows is an outline of the content covered in SRE at Brown's School. It is important to note that this is only a guideline. At Brown's School we understand the need for dynamic teaching and addressing any issues that arise rapidly through drop-down-lessons. A drop-down-lesson is where a lesson may be altered to discuss an issue, problem or incident that has happened in school. This means that misconceptions can be addressed as and when they arise and provides an opportunity for pupils to raise any concerns they may have. Brown's School takes the needs and input from their students very seriously and pupils are always welcome to share if they have ideas for future lessons that they believe should be incorporated as part of SRE.

Juniors:

Content	Subject Area
Learning about life cycles and that all living things reproduce	Science
Importance of hygiene and good health	Science, OT
Friendships	Social skills, PSHE
Family relationships	Social skills, PSHE
Rituals and traditions of world faiths	PSHE
Personal safety	PSHE, OT
Emotions	PSHE, Social Skills, SALT
Basic biology of the human reproductive system	Science
The physical, emotional and social changes at puberty	Science, Social Skills
Different patterns of friendship	Social skills
Respecting others	OT, PSHE, Social Skills, SALT
Making choices	OT, PSHE, Social Skills, SALT
How to discuss sensitive issues	OT, PSHE, Social Skills, SALT
Stereotypes	OT, PSHE, Social Skills, SALT

Seniors:

Content	Subject Area
Boundaries	OT, PSHE, Social Skills, SALT, School Nurse
Respect	OT, PSHE, Social Skills, SALT, School Nurse
Bullying	OT, PSHE, Social Skills, SALT, School Nurse, Anti-Bullying Day
How to discuss sensitive issues	OT, PSHE, Social Skills, SALT
Puberty	School Nurse
Personal hygiene	OT, School Nurse
Stereotypes	OT, PSHE, Social Skills, SALT
The spectrum of sexuality	School nurse, PSHE
Identity, gender and issues faced by the transgender community (including transgender day of remembrance)	School nurse, PSHE, Social Skills
Body image	OT, Social Skills, PSHE
Positive relationships (including advise on how to report an abusive relationship)	OT, PSHE, Social Skills, SALT, School Nurse
Contraception	School Nurse, PSHE
What to do if you suspect you or your partner a pregnant and what choices you have	School Nurse, PSHE
Substance abuse and the associated risks of sexual activities	PSHE
STI's	School Nurse, PSHE
Why love matters	OT, PSHE, Social Skills, SALT, School Nurse
Sex for the right and wrong reasons	PSHE, School Nurse
Challenges for young parents	PSHE, School Nurse
Fertilisation	School Nurse, Science
Menstruation	School Nurse, Science
How a baby develops	School Nurse, Science
Causes of genetic variation	Science
Consent	OT, PSHE, Social Skills, SALT, School Nurse
Sexting (and the law)	PSHE, Safer Internet Day
Pornography and body image	PSHE, Safer Internet Day
Sex and the law	PSHE, School Nurse, Social Skills

SRE lessons will inform pupils of their entitlement to seek confidential help, including contraceptive and sexual health advice and treatment, and they will be taught about how they can access local services for this both inside and outside school.

Ofsted guidance recommends that it is important for children to learn the language associated with body parts so that children are able to talk to health professionals. Therefore, teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people.

Inclusion:

DfE SRE Guidance July 2000 *'Young people may have varying needs regarding SRE depending on their circumstances and background.'*

Brown' School strongly believes that all students should have access to SRE that is relevant to their particular needs. To achieve this the Brown's approach to SRE will take account of:

- The needs of boys as well as girls: Girls tend to have greater access to SRE than boys, both through the media (particularly teenage magazines) and the home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying.
- Ethnic and cultural diversity: Different ethnic and cultural groups may have different attitudes to SRE. The school will consult students and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.
- Varying home backgrounds: We recognise that our students may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.
- Sexuality: On average, about 5% of our students will go on to define themselves as gay, lesbian or bi-sexual (GLB), some students may consider themselves transgender. Students may also have GLB or transgender parents/carers, brothers or sisters, other family members and/or friends. Our approach to SRE will include sensitive, honest and balanced consideration of sexuality. Our pastoral support will take account of the needs of GLB students. We shall also actively tackle homophobic bullying.
- Gender: For pupils who identify as transgender or do not affiliate with either gender appropriate SRE and support will be provided for the individual. SRE at Brown's also incorporates learning about the transgender community and issues that they encounter.

The Role of Parents:

At Brown's School we are aware that the primary role in our students' SRE lies with parents and carers. We wish to build a positive and supporting relationship with all the parents of children at our school through mutual understanding, trust and co-operation. Thus we:

- Inform parents about the school's SRE policy and practice
- Answer any questions that parents may have about their SRE issues for their children
- Take seriously any issue that parents raise with teachers about this policy or the arrangements of the delivery of it in school
- Encourage parents to be involved in reviewing the school policy and making modifications to it when necessary
- Inform parents about the best practice known with regard to SRE, so that teaching in school supports the key messages that parents and carers give to children at home.

We believe that, through the mutual exchange of knowledge and information, students will benefit from being given consistent messages about their changing body and their increasing responsibilities.

The role of other members of the community:

Brown's School encourages other valued members of the community to work with us to provide advice and support to the students with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable

support with our sex and relationship programme. Other people that we call on include local clergy, social workers, youth workers and representatives from liberation and minority groups.

Confidentiality:

Teachers conduct sex and relationship education in a sensitive manner and in confidence. However if a student makes a reference to being involved, or likely to be involved in sexual activity, then the member of staff will take the matter seriously and deal with it as a matter of child protection, as well as reporting it to the schools Safeguarding Officer. Teachers will respond in a similar way if a student indicates that they may have been a victim of abuse. If a member of staff has concerns, they will report their concerns to the Head Teacher and Safeguarding Officer. In some cases such matters may require consultation with health care professionals.

The role of the Senior Management Team:

It is the responsibility of the Senior Management Team to ensure that both staff and parents are informed about our sex and relationship policy, and that the policy is implemented effectively. It is also the Senior Management Teams responsibility to ensure that members of staff with delegated duties are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

Members of the Senior Management Team liaise with external agencies regarding SRE, and ensures that all adults who work with students on these issues are aware of the school policy, and that they work within this framework.

The Deputy Head Teacher, Ms Fiona Turner, monitors this policy on a regular basis to ensure that it reflects the current needs of our pupils. Ms Turner reports, when requested, on the effectiveness of this policy.

The Right to Withdraw:

Section 241 of the Education Act 1993 gives parents the right to withdraw their children from any or all parts of the school's programme of sex education, other than those elements which are required by the National Curriculum Science Order. It is realised that, under exceptional circumstances, a very small number of parents may wish to exclude their children from this programme. In this case, such parents should write to the Head Teacher, stating their objections. It is then the responsibility of the parent to provide the student with alternative work to undertake while the sex education lessons are being undertaken.

The school always complies with the wishes of parents in this regard. Brown's School is happy to share resources with parents to use with their child at home if they wish, or offer advice on possible alternative provision of SRE outside of school.

Reviewed by: Fiona Turner in March 2017

_____ **Signature**

_____ **Date**

_____ **Headteacher**

_____ **Date**

This policy will be reviewed:
March 2018