

The Grove School
Sex and Relationships Education Policy

Rationale

To specifically link learning about Sex and Relationships to other key policy areas and programmes of study especially:- Our Learning Policy, Our Personal, Social and Health Education Policy, Our Spiritual, Moral, Social and Cultural Policy, Our Physical Activity Policy and Our Science Policy. As our pupils grow and mature they are encouraged and supported to develop friendships and special relationships through taking an increasing responsibility for themselves and others, through developing their concepts, attitudes, knowledge, understanding and skills on a holistic basis.

Aim

To support the personal and social development of all pupils, ensuring that they have the ability to accept their own and others' sexuality, to express their sexuality in positive ways and to enjoy relationships based upon mutual respect and responsibility, free from any abuse through an individualised and class based approach which appropriately differentiates the learning to meet the specific needs of each pupil.

Our individualised programmes aim to:-

- equip pupils with the knowledge and understanding, personal and inter-personal skills, attitudes, values and beliefs at an appropriate level for each child's development
- be an integral part of the learning process, help children understand about generalising cross-curricular knowledge, skills and understanding, which begins in childhood and continues into adult life and aims to encourage an individual to be thoughtful about his/her concepts and attitudes
- encourage exploration of values and moral issues, thoughtful consideration of personal relationships and the development of communication and decision making skills
- nurture self-esteem, self awareness, a sense of moral responsibility and the skills to avoid and resist unwanted experiences

Objectives and Guidelines

To help each child/teenager be confident in their understanding about:-

- their own and others bodies, how and why these change and develop and to support them through any uncertainties, confusion and fear, especially during puberty.
- how to care for and look after their body and how to achieve this and the importance of hygiene and cleanliness.
- their own sexuality through an unembarrassed acceptance of themselves and use of an appropriate vocabulary for all parts of the body and a positive attitude to all bodily functions, being happy about their own bodies with a healthy understanding of modesty and discretion and why this is increasingly important as they grow older.
- an atmosphere where questions and discussion about sexual matters can take place without embarrassment either in a group situation or on an individual basis.
- a group agreement created to help our pupils to feel safe and secure.
- misleading myth and folklore and false assumptions of sexual behaviours and reproduction and in particular the way in which a woman can become pregnant.
- variation in rates of growth and development (physical, emotional, social) and in ages when puberty begins.
- appropriate touching and how as we grow older it is not appropriate to kiss, cuddle and show overly demonstrative physical affection for others, except our very special partners. In our experience some children who have Down's Syndrome can be extremely, inappropriately overly affectionate and it is very important for them to understand that even with close friends and family some kinds of touching are not appropriate.
- the value of family life and the family of which they are currently a member and also for their future family life. The implications of sexual relationships, reproduction, parenthood and the needs of babies and growing children and the opportunities and the responsibilities of adult life.

- an awareness of same sex relationships and the correct terminology associated so as to avoid prejudice and promote equal opportunities.
- respect for the varied cultural and religious influences upon an individual's sexuality. To develop awareness of sexual identity, to challenge sexism and prejudice in society and to promote equal opportunities.
- the importance of using the word "No" if anyone wants to touch them inappropriately and to tell someone if this is suggested. To help children affirm their rights, to be able to resist unwanted touch or advances and to be able to communicate about such instances.
- risk and safety and the motivation and skills to keep themselves safe.
- skills in personal relationships for example communication and assertiveness, which additionally develops thinking about empathy, compassion, ethics and morals.
- skills which can be helpful in decision-making and problem-solving and the difference between impulsive reactions and thoughtful actions. To be aware of sources of help and how to acquire the skills and confidence to use them.
- their feelings and how to express these effectively. To understand about negative and positive emotions and how to use strategies to control and manage these.
- physical affection between partners in a loving, secure and affectionate relationship and to recognise the value of intimacy in loving and caring relationships.
- friendships and how they can be "friends" with many people, whilst also having a few close friends as well as one special partner and consulting learners with regard to what appropriate behaviours within each of these different relationships may be.

Programme for Teaching Sex & Relationships Education

Key Stage 1 (Reception - Year 3)

- Turn Taking
- Social Skills - basic skills such as eye contact.
- Family - family members and what they do for each other and the various kinds of families.
- Feelings - feeling happy, sad, angry etc.

- Friendships - being kind to others.
- Safety - talking to strangers, saying no.
- Relationships - recognition of self and others and the differences between people ie. hair colour, skin colour.
- Body Parts - recognition and naming of parts ie. hands, feet.
- Gender - identifying male and female. Begin to discuss gender roles within society and gender stereotyping.
- Public and Private - differences between public and private parts of the body and public and private places.
- Life Cycle - the beginning of life and growth patterns in plants and animals.
- Health and Hygiene - begin to understand the need for sleep, exercise and healthy eating. Importance of hand washing before and after: toilet, preparation of food, eating etc.

Key Stage 2 (Year 4 - Year6)

- Assertiveness - understanding the implications of saying yes or no and developing the skills to make real choices and to develop ones own opinion.
- Decision Making - to develop knowledge and understanding in order to make well informed, independent decisions.
- Feelings - recognising and understanding their own feelings and beginning to understand the effect on others.
- Friendships - developing friendships, sharing, caring, co-operating.
- Safety - the dangers of strangers and knowing the appropriate times to say no and developing the confidence to say it.
- Relationships - understanding appropriate forms of touching between family, friends, teachers, strangers.
- Body Parts - naming all body parts including private parts.
- Gender - the recognition of their gender and that of others, boy/girl and man/woman. Begin to discuss gender roles within society and gender stereotyping.
- Public and Private - identifying private places at home.
- Life Cycle - identifying the life cycle and the growth process ie. baby, child, teenager, adult.
- Health and Hygiene - the importance of exercise, sleep, healthy diet and cleanliness.

Key Stage 3 (Year 7 - Year9)

- Group Identity and Ownership - understanding that it is their own space and that they can determine a working agreement that clarifies the way that they will work as a group.
- Choices - developing the ability to make independent choices and realise the consequences of those.
- Assertiveness - understanding the implications of saying yes and no and to develop their own opinions and attitudes in life.
- Feelings - understanding the changes in and consequences of feelings and beginning to learn control of these including sexual feelings.
- Friendships - Understanding the importance of their peer group and the friendships within the peer group. Developing strategies to develop friendships.
- Safety - developing an understanding of safe situations and unsafe situations.
- Relationships - identifying the range of relationships relevant to the individual including family, friends, teachers, strangers.
- Body Parts - naming public and private body parts and understanding body functions including menstruation and masturbation.
- Gender - understanding the physical differences between men and women. Discuss gender stereotyping within society.
- Public and Private - understanding their rights to privacy and developing a sense of privacy in the bathroom and bedroom.
- Life Cycle - understanding body changes and puberty as they grow and develop and beginning to understand the male and female organs.
- Health and Hygiene - understanding the need for personal hygiene as puberty approaches. The importance of healthy food, regular exercise and sleep.

Key Stage 4 (Year 10 - Year 11)

- Decision Making - encourage and offer opportunities for well informed independent choices and actions.
- Assertiveness - develop the ability to be assertive in a variety of situations.
- Negotiation - develop negotiation skills during group work.
- Feelings - recognising physiological responses and learning to manage responses to feelings including sexual feelings and arousal. Developing individual strategies to control feelings and

behaviour.

- Friendships - developing skills to build and maintain friendships.
- Safety - investigate safe/unsafe environments and situations to be in.
- Relationships - development of sexual relationships and the right to say no and understanding safe sex and contraception.
- Body Parts - understanding the sexual body parts and similarities and differences between sexes.
- Gender - Awareness of race, culture, faith and stereotypes.
- Public and Private - understanding the privacy required for masturbation.
- Life Cycle - learning about reproduction and specifically 'how a baby is made'.
- Health and Hygiene - understanding the need for regular hygiene routines. Discover the various ways to maintain a healthy lifestyle.

Older pupils (16 - 19)

- Group Identity - reinforcement of group identity with emphasis on decision making, practising assertion and negotiation skills within the group and developing the ability to transfer this knowledge to other situations.
- Feelings - understanding sexual feelings, sexual desire and sexual responses and how to control these. Be aware of others feelings too. Developing strategies and skills further to control feelings and behaviours and begin to understand any antecedents for these.
- Friendships - understanding the differences between friendships and sexual friendships.
- Safety - to develop assertiveness to say no and mean it and people to adhere to your wishes.
- Relationships - develop skills for an intimate relationship. Understand the many different forms of relationships including same sex relationships.
- Body Parts - to understand the sexual functions of body parts. To understand limitations, disabilities and possible problems.
- Gender - explore different parenting roles and gender stereotypes.
- Public and Private - develop understanding of confidentiality and fidelity in a relationship.
- Life Cycle - the understanding of contraception and the use of.

- The full life cycle ie. sex, conception, pregnancy, birth, parenting and child rearing.
- Health and Hygiene - to develop understanding of sexual health, safe sex and HIV.

Delivery of Sex and Relationships Programme

The Grove School teaches learners within the age range of three to nineteen years, specialising in the planning of Individualised Education Programmes which support the learners through a progression of "small steps" of achievement which is individualised to optimise the full learning potential of all our learners. We offer a continuum of curriculum provision throughout the school and the varying curriculum needs of each learner is met through the Individual Education Programmes in each class, which is also further supported by smaller groups which focus on specific aspects appropriate to the individual learner.

The curriculum is planned through a termly theme which is carefully chosen to offer a balance and breadth within subject areas across the academic year. There are sessions when several subject areas are approached at once and others where one subject is specifically taught. This is approached and planned dependent upon the educational needs of the individual learners within each class group and the subject area itself. The Sex and Relationships Programme is delivered cross-curricular through the following curriculum contexts: PSHE, Citizenship, Science, RE, Circle Time, Philosophy, Thinking Skills and External Agencies dependant upon the individual learner's educational needs.

Parents and Grove School Governing Body

Our Sex and Relationships policy is regularly reviewed and updated with consultation between parents, staff, pupils and The Governing Body being an integral part of this process. As specific subject areas are approached, with either individuals or groups, the teacher who is taking the lead with this area of learning will discuss and consult with parents. Parental consultation also includes seeking signed permission to follow through with this programme of study. Under the Education Act 1993 pupils can be withdrawn by their parents from the non compulsory elements of sex education contained in the science National Curriculum. Parental consultation reduces worries and fears and encourages pupil participation in this area of the curriculum.

Child Protection/Safe Guarding Children

All staff are informed about our school's Child Protection Policy as part of their induction programme, which is the responsibility of Mrs. Penny Derries, Deputy Headteacher. Our pupils are also made aware that at any time they can approach a member of staff and disclose personal and confidential information regarding child protection issues. Our whole school staff are well informed of the circumstances in which confidentiality must be breached, whom they should report to and to support the pupil first and foremost. In addition to this regular, whole school, updated training which reviews policy and practice is held on a regular basis, for all staff. Our definition of 'All Staff' is everyone who works on our school premises, which includes all teachers, teaching assistants, lunchtime teaching assistants, clerical and administrative staff, catering and cleaning staff. The Grove School adheres to the Northumberland County Council Policy concerning allegations or complaints of suspected abuse and all staff know our relevant documentation and guidance and are briefed upon referral procedures.

Physical Contact - is an important part of communication for children with learning, physical, emotional and/or sensory learning difficulties. This may be in the form of physical prompts, physical encouragement and rewards such as stroking a child's cheek, holding a child's hand when walking between rooms in school and/or when out in the community, maintaining and supporting body positions or actively assisting with an individualised exercise programme. Staff are also responsible for intimate activities such as toileting or showering children. We also consider that it is an intrinsic part of developing a warm and trusting relationship between staff and children that staff are comfortable about being able to express 'parental' affection towards the children in their care and to provide comfort to ease a child's/student's distress.

Challenging Behaviour - is an area which staff manage on a regular basis. All complex aspects of a child's/student's behaviour is recorded in their IEP and behaviour management programmes are agreed between parents, Mrs. Brown, Headteacher and the staff who will be responsible for implementing these. Many strategies are used and our approach is fluid and flexible, responding to the emotional needs of each individual child/student on a particular day but is embedded within a practice which is infused within team work which has a rich base of expertise and experience. Our fundamental approach is one of 'Positive Encouragement'

which encourages pupil's to take responsibility for their own behaviour, based upon both 'Rights and Responsibilities', which aims to help children to fully understand the consequences of their behaviours, in the widest sense, considering the impact upon everyone involved.

If extreme strategies such as 'time out', an extension of tactical ignoring, are planned, this is agreed with parents and recorded in a child's/students IEP and is regularly reviewed, with parents and Mrs. Brown.

A 'Quiet Room' is used for children who just need space to clam down, away from the noise and stimulation of being with others. A deliberate part of this strategy is that the room is small, warm and comfortable but has no furniture or equipment which could be used to hurt themselves or another person. Sensory equipment is available for use within the Quiet Room for specific use by individuals relevant to their IEP and behaviour management programme, such as a specialist pod, weighted blanket, stretchy material, calming music, beanbag cushions, sensory toys. Use of the 'Quiet Room' for space is recorded within a child's IEP and the Quiet Room Policy should be referred to.

Calming Restraint Techniques are used for instances of extreme behaviours which aims to manage violent behaviours as safely as possible, protecting the child/student from hurting themselves, others and staff. Specific training has been received in liaison with the LEA and the child's/student's emotional well-being and dignity are always of priority, if this last resort measure needs to be used. All instances of restraint are recorded and reported, as agreed with the child's/student's parents/carers. Staff complete 'Violence at Work' forms if either they or another pupil have been hurt as a result of aggressive behaviours. Follow through support for the 'hurt' person is always prioritised, although this may predominately consist of recognising the difficulties and the headteacher empathising with these, reviewing strategies is also an important part of our procedures. Parents of all pupils involved are always kept fully informed of such instances.

Multi - Professional Liaison

Many colleagues work with and support the children's/students individual needs which includes many Health Care professionals - Consultant Paediatrician who holds clinics in school - Dr. E.C. Jessen, School Nurse -

Mrs. Kerry Thompson, who works in school each morning, Community Nurse - Mrs. Shirley Green, who works individually with children/students, often collecting them for sessions, from school, at the end of the school day , Play Therapist - Mrs. Ros Knox, who works individually with children/students to support an individual's emotional needs.

A copy of this and all other policies is available from Mrs Penny Derries, Headteacher by contacting Mrs Lorna Stevenson, School Office Manager.

Policy reviewed:- June 2016

Penny J Derries
Headteacher

Robert Curry
Chair of Governors

Next date for review:- June 2016