



CITY OF BIRMINGHAM EDUCATION DEPARTMENT

BASKERVILLE SCHOOL

SEX AND RELATIONSHIPS EDUCATION POLICY

Date reviewed: May 2016
Next review: May 2017

BASKERVILLE SCHOOL, FELLOWS LANE, HARBORNE, BIRMINGHAM, B17 9TS

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VISION STATEMENT

We will ensure the entitlement of each student to access a variety of opportunities to promote academic, social, emotional and physical development.

We will use autistic specific, empathetic approaches and an autistic sympathetic learning environment to promote student learning and personal development.

We will provide choices and challenges in order to maximise potential and build upon strengths and interests.

All the members of the school community are valued equally and work in partnership with parents, carers and the wider community.

We will work within a supportive school framework to promote and celebrate individual success, integration into the wider community and prepare students for life after school.

Introduction and Rationale

Baskerville School provides a secondary education for young people between the ages of 11 – 19 who have Autistic Spectrum Disorders. Those students completing Year 11 have the opportunity of continuing their education into Post-16. This policy is in place to support achieving the school's vision statement.

This document should be used in conjunction with the following documents:

Child Protection Policy
Anti-bullying Policy
Science Policy
Confidentiality Policy
Whistle Blowing Policy
Learning and Teaching Policy
Curriculum Policy
Equal Opportunities Policy

What is Sex and Relationship Education?

"It is lifelong learning about physical, moral and emotional development. It is about the understanding and 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. It is not about the promotion of sexual orientation or sexual activity - this would be inappropriate teaching." DfEE 0116/200 guidance.

Aims of Sex and Relationship Education at Baskerville School

- To play a part in the delivery of the Vision Statement
- For students to develop the understanding that SRE is a gradual developmental process that is supported by a partnership between home and school
- To provide students with skills, knowledge and attitudes to maintain a healthy lifestyle
- To help students to respect themselves and others

- To support students through their physical, emotional and moral development
- To develop skills and understanding to enable students to make healthy, responsible choices about their health and well being
- To help students understand the significance of marriage and stable relationships and their importance for family life
- To help students become confident adults and to consider their own and others sexual health and well being
- To address inappropriate behaviours which occur in both public and private places
- To develop the skills and understanding relating to personal hygiene
- To provide individual programmes and/or support to students and parents/carers when required

ORGANISATION AND METHOD OF TEACHING

Most of the Sex and Relationship Education takes place within the PSHE lessons. Form tutors generally deliver the PSHE curriculum with support from other professionals where appropriate. Students are taught in mixed sex groups. For certain elements of the programme single sex and individual tuition may be necessary and appropriate.

SRE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

Any SRE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly and within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

More confident or specialist teachers will support tutors who are uncomfortable with teaching certain aspects of the curriculum. Support will be offered from the PSHE co-ordinator who will help with planning or delivery of lessons if required.

Students at Baskerville School will cover the following areas of SRE:

We do recognise that some areas may need to be addressed earlier depending on the understanding and ability of the students.

Key Stage 3

- Managing your emotions and feelings
- Keeping safe and saying no
- Different types of family groupings
- Correct names for body parts
- Body changes at puberty
- Menstruation

Key Stage 4

- Puberty
- How a baby is made and born
- Parenting
- Contraception
- Sexually transmitted diseases

Key Stage 5

- Contraception and sexually transmitted diseases
- Different types of family groupings
- Abortion
- The law relating to sexual activity

SPECIFIC ISSUES

Inclusion

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

We intend our policy to be sensitive to the needs of different ethnic groups. For example, for some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will always respond to parental requests and concerns.

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

Confidentiality

Pupils will be informed that complete confidentiality cannot be assured. For suspected Child Protection concerns the school will follow the School and Local Authority policy and procedure.

Use of Outside Visitors

School will follow LA guidelines and will contact the LA/Health Education Service (HES) team if in doubt about the suitability of any programmes.

Parent Withdrawal

Parents have the right to withdraw their child from those elements of the Sex and Relationship Education programme that do not form part of the National Curriculum Science programmes of study.

If parents have concerns about any of the content to be covered we ask that these are addressed to the Head Teacher.

Any parent wishing to take this course of action should send a letter to the Head Teacher outlining their concerns. The parent will then be asked if they would like to meet to discuss this further. We will do our best to address any worries that the parent may have. In the event of a parent still choosing to withdraw their child we will provide alternative PSHE work on a different topic.

Working with Parents

Parents will be given the opportunity to discuss the policy document, schemes of work, methods of teaching and resources. Any specific questions may be discussed with the PSHE Co-ordinator or the Head Teacher.

Assessment Recording and Reporting

Assessment for SRE at Key Stage 3, 4 and 5 is recorded in accordance with the regulations and procedures set out by the awarding body.

Assessment is undertaken in line with the school policy on Assessment Recording and Reporting. Teachers are expected to contribute to end of year reports for all students studying PSHE.

Equal Opportunities

The principles set out in the school's Equal Opportunities Policy apply within the teaching of Sex and Relationship Education. It is the responsibility of the teacher when planning lessons to ensure that appropriate modifications are made to ensure that all students have access to learning in Sex and Relationship Education and make good progress.

Resources

Resources for teaching Sexual and Relationship Education including artefacts and text books will be purchased on a needs basis and shared resources will be kept in the Science room. There is an annual budget for PSHE based on a subject action plan and a bid for any additional resources that are identified in the action plan.

Leadership and Management

Sex and Relationship Education is part of the PSHE programme. The Assistant Head Teachers Pastoral and Curriculum will be responsible for compiling Schemes of Work. The Assistant Head Teacher Curriculum will complete an annual evaluation of the Sex and Relationship Education provision throughout the school. From the information gathered by this process, the Assistant Head Teacher Curriculum will compile an action plan and resource request for Sex and Relationship Education.

Monitoring and Evaluation

This is undertaken in line with the school policy on Monitoring and Evaluation. The Assistant Head Teachers will observe lessons from time to time, to evaluate the quality of learning and teaching or the implementation of the Schemes of Work. Feedback will be provided for the teacher and the information gathered from lesson observations will be used to inform the school's Self Evaluation process. The Assistant Head Teacher Curriculum will meet with the Link Governor for PSHE to

discuss the provision, developments and progress of PSHE and may be asked to present a report to the School Improvement Committee from time to time.

Dissemination of the Policy

The policy will be presented to all staff and Governors.
Parents will be supplied with a full copy on request.
A summary of this policy will appear in the school prospectus.

Basis for Developing the Sexual & Relationship Education Policy

- National Healthy School model policy
- Sex and Relationship Education Guidance (DfEE 0116/2000)

May 2016

Review Date: May 2017

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