



CITY OF BIRMINGHAM EDUCATION DEPARTMENT

**BASKERVILLE SCHOOL**

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# **SEX AND RELATIONSHIPS EDUCATION POLICY**

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Date reviewed    November 2017  
Next review:    November 2018

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:

PSHE Policy  
Science Policy  
Curriculum Policy  
Child Protection Policy  
Confidentiality 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 responsible choices about their health, well-being and relationships
- 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. The PSHE overview gives a guide of when SRE should be delivered, however there is the ability to be flexible based on the needs of the class, school issues or individual students. Students are generally 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. Teachers in the science faculty will deliver lessons that are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not overlooked.

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.

### **Areas of SRE covered by Students at Baskerville School**

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
- Conception and delivery
- Parenting
- Contraception
- Sexually transmitted diseases

#### **Key Stage 5**

- Contraception and sexually transmitted diseases
- Relationships
- 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 and for support.

## **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 be 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 given the opportunity 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. A letter should be sent to parents to remind them in which term sex and relationship education will be taught. An overview of the module should be provided if it is requested.

## **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 Governors.  
The policy will be available to all staff.  
Parents will be sent a full copy on request.  
A summary of this policy will appear in the school prospectus.

A Baskerville sex and relationship leaflet with summary points from the policy is available.

### **Basis for Developing the Sexual & Relationship Education Policy**

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

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