



## Sex and Relationships Education Policy

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This policy has been created in accordance with **Sex and relationships education (SRE) for the 21st century, Sex and Relationship Education Guidance DfE (2000)** and the 2013 Department of Health **A Framework for Sexual Health Improvement in England**.

### Rationale:

The Curriculum at Birtenshaw School supports the mission statement: *brightening lives, building futures* by giving pupils the opportunity to learn and develop in a supportive and creative environment in which there is a focus on recognising achievement and supporting progression and in which pupils feel safe and are happy. The curriculum is individualised, creative, innovative and flexible allowing for the needs of each pupil to be met. It aims to promote the social, moral, spiritual and cultural development of the pupils as well as their intellectual and physical development. This also includes a comprehensive and well-planned programme of sex and relationships education (SRE) to help pupils cope with their physical, emotional, moral and spiritual development and to prepare them for the opportunities, responsibilities and experiences of adult life.

Pupils at Birtenshaw School, Bolton have complex needs including Autistic Spectrum conditions, learning and physical disability. Occupational Therapists (OT) and Speech and Language Therapists (SaLT) work closely with the education team to ensure that all education is delivered in a way that supports pupils understanding whilst maintaining a safe and happy learning environment.

We know that our pupils with autistic spectrum disorder are happiest and achieve most when their routine is clear and when their learning opportunities build on their particular skills and talents. To this end, we tailor the sex and relationships curriculum to help pupils make progress in a way that best suits them. As a result Birtenshaw School does not have a Whole School Approach to teaching pupils SRE but individualised programmes of support which are overarched by a comprehensive policy and a collaborative approach with parents and external professionals.

Some parents and carers of children with special educational needs may find it difficult to accept their children's developing sexuality. Some pupils will be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. Pupils need help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable.

Teachers may find that they have to be more explicit and plan work in different ways in order to meet the individual needs of children with special educational needs or learning difficulties. It is important to take care not to marginalise sex and relationship education. It is also important that students with special educational needs are not withdrawn from health education.

OFSTED is statutorily required under Section 10 of the School Inspections Act 1996 to evaluate and report on the spiritual, moral, social and cultural development of pupils at any school they inspect. This includes evaluating and commenting on a school's sex and relationship education policy.

The Department for Education is introducing compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020.

Birtenshaw School will consult with parents and carers about what and how certain content is covered.

During the autumn term of 2019 a new policy and curriculum overview will be put together to explore the content of Relationship and Sex Education at Birtenshaw. This will be provided in draft format to all parents and carers prior to implementing the curriculum.

### **Aims:**

- Staff will receive the support and guidance that they need in order to be able to confidently and accurately deliver the SRE curriculum.
- Staff will work collaboratively with parents and external professionals to ensure consistency and sharing of accurate information.

- Pupils will access accurate information and supported to develop skills to enable them to understand difference and respect themselves and others
- Pupils will develop an understanding of the difference between public and private to reduce the risk of situations and incidents where a young person may be vulnerable or at risk in the community.
- Pupils will learn to understand human sexuality, learn the reasons for delaying sexual activity and the benefits to be gained from such delay
- Pupils will be supported to obtain appropriate advice on sexual health.
- Pupils will be supported to understand their own physical development, preparing pupils for the opportunities, responsibilities and experiences of adult life.

### **Delivery of SRE within the curriculum**

SRE is taught mainly through the SMSC and PSHE curriculum with some elements explored in Science to pupils above Wilson Stuart P Steps P14 and above.

There are two main levels of learning:

- 1) Teaching pupils **about an issue**: the lessons that offer factual information
- 2) Teaching pupils **how to manage an issue**: the lessons that develop the strategies, language and skills pupils will need to manage situations.

The PSHE Association Education Programme of Study Key Stage 1-5 has been adapted and used to create a curriculum for pupils at Birtenshaw School. Teachers use the core themes and objectives and highly differentiate the learning to suit the individual needs of pupils.

For some pupils the SRE curriculum is more thematic and flexible in delivery. It is essential that pupils' experience of SRE is not simply a series of 'one-off', disconnected sessions each on a different topic and focussing only on factual content. The SRE lessons are taught in PSHE lessons at a level appropriate to the level of understanding of the young people.

We liaise closely with partner organisations and the Learning Disability Nursing Team for specialist individual input and support.

A Sex and Relationship support plan is completed and agreed by parents, carers and associated professionals before any education around sex and relationships begins.

Parents must be informed about the SRE curriculum and may request that their child is excused for some of all of the content.

## **Masturbation and inappropriate touch**

Teachers and Learning Support Assistants will work closely with parents, carers and external professionals to identify if a pupil who is masturbating is demonstrating an attention-seeking behaviour, trying to fulfil a feeling/urge or if they are copying a behaviour they may have seen elsewhere.

Most people with a learning disability and / or autism learn best through examples, so it may be necessary to teach a pupil to masturbate appropriately. Without this included in SRE pupils may injure themselves intentionally / unintentionally or struggle to manage their emotional responses by demonstrating challenging behaviours. Teachers and Learning Support Assistants may need to explain this process in as simple of terms as possible using objects of reference, videos and social stories. Once a pupil is able to understand the process, from initial feeling to the end release, it can be used as an effective and healthy outlet.

In these situations the decisions and programme of support must be decided by a Multi-disciplinary team including parents and carers, OT, SALT, CAMHs and the Learning Disability Team.

### **Responsibilities:**

Class teachers are responsible for:

- Differentiating the SRE curriculum to meet the individual needs of pupils
- Writing and overseeing the SRE plan for individual pupils.
- Liaising with external professionals
- Working collaboratively with parents and carers
- Using a range of teaching and learning strategies, techniques and resources
- Directing the work of Learning Support Assistants

### **Monitoring and Evaluation:**

The Head of School will oversee the SRE curriculum and ensure Teachers and Learning Support Assistants have the information and training they need to deliver the SRE curriculum confidently and accurately.

### **Resources:**

Resources are purchased alongside guidance from the Learning Disability Team, Occupational Therapist, Speech and Language Therapist and CAMHs.

**CPD:**

All staff are provided with opportunities for professional development and training in line with the School Development plan and the organisational training needs analysis and strategy. Training needs will be linked to the school's performance management process.

**Equal Opportunities:**

Birtenshaw supports the rights of all pupils/learners to equal access and opportunities regardless of age, culture, religion, gender, ability, disability or sexuality.

Birtenshaw promotes an ethos of respect for everyone.