



SRE (Sex and Relationship Education) Policy

Policy Written by/date: Date Ratified by Governors:	Signed/Date: Chair or Vice Chair	Policy due for review:
Lynette Park: PSHE Coordinator November 2015		November 2017

This Policy is linked to the following School Policies and/or Procedures

Curriculum Policies	School Policies	School Business/Finance Policies
<ul style="list-style-type: none"> • Curriculum • SEN • English (incl Library) • Art • DT • Forest Schools • Humanities • Maths • P.E • PSHE • ICT/Computing • R.E • Collective Worship • Science • Sex and Relationship Education (SRE) • Careers • Post 16 (inc Consortium) • Communication • ASD • Music • School Council • Spiritual, Moral, Social and Cultural/British Values • Teaching and Learning • Conductive Education 	<ul style="list-style-type: none"> • Child Protection and Safeguarding • Inclusion • SEN Report • Appraisal • Positive Intervention • Prospectus • Pupil Attendance • Anti—Bullying • Designated Teacher (LAC) • Exclusions Policy • Volunteers • Animal Visits • Educational Visits • Exams/Accreditation • Staff Dress Code • First Aid Health and Medications • Intimate Care • Manual Handling/Mobility • Initial Teacher Training • Planning, Preparation and Assessment • Continuing Professional Development • Teaching Assistants • Well-Being of Staff and Student • SEF • SDP • Bereavement • Management of Incident Involving Drugs • Use of Video and Photography • Acceptable Use • E-Safety • Non-Smoking Policy • Complaints • Assessment, Recording and Reporting • Parental Involvement • Student Participation • Home School Agreement • Healthy Eating • Transition • Pupil Premium • Lone Working • Staff Induction • Supporting Pupils with Medical Needs 	<ul style="list-style-type: none"> • Data Protection • Confidentiality • Pay Policy • Register of Business interests of HT and Governors • Accessibility Plan • Charging • Freedom of Information • Publication Scheme • Staff Grievance • School Companies • School Income • Lettings • Code of Conduct • Governor Allowances • Allegations of abuse against staff • Health and Safety • Retention of data • Recruitment and Selection Policy (Safer Recruitment) • Governing Board Succession Planning • Whistleblowers • Instrument of Government • Staff Discipline, Conduct and Grievance procedures • Equal Opportunity Policy • Equality Duty • Staffing Structure • Staff Attendance Planned • Staff Attendance Unplanned • Anti-Harrasment • School Emergency Plan • Critical Incidents • Transport • Pool Safety and Procedures

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All policies at GSSC are written to reflect Statutory Requirements or National Guidance and updated in accordance with this. There are times when the Government or Local Authority provide updates to policies that are outside of the policy review schedules. In such instances, an appendix will be added to policies to reflect these updates until the Governing Board can ratify these amended policies. These appendices will supersede previously issued Statutory Requirements or National Guidance.

GSSC January 2016

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GSSC

SRE Policy

Introduction

This reviewed policy was written in November 2015 by the SRE coordinator in conjunction with the Curriculum Committee. It was approved and adopted by the Governors This policy was written with guidance from <https://www.gov.uk/search?q=SRE>. It will be monitored and reviewed bi-annually as part of the school's monitoring cycle or sooner if required.

The policy sets out the school's aims with respect to this area of the curriculum and outlines the strategies for the delivery of Sex and Relationships education.

The school curriculum should:

- a) Promote the spiritual, moral, cultural, mental and physical development of students at the school and of society and*
- b) Prepare such students for the opportunities, responsibilities and experiences of adult life.*
- c) Promote and support learners with the "every Child Matters" strategy*
- d) Support and encourage every learners "Personal Learning and Thinking Skills"*

The SRE Guidance (DfEE 2000) states that: *"Mainstream schools and special schools have a duty to ensure that children with special educational needs and learning difficulties are properly included in SRE. SRE should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives"*.

Parents/Carers will be informed about the policy through notification of it's update in the school newsletter, and it will also be available to parents/carers through the schools' website. Parents/Carers have the legal right to withdraw their child from SRE if they so wish.

Rationale

Our school's core values of progress, pupil centred and partnership working, mean that every child is expected to make progress and to achieve to their fullest potential, the students are at the centre of everything that we do, and we take a personalised approach with learning, looking at each student and ensuring that their needs are met. We also work in close partnership, not only with parents and carers, but with outside agencies, especially health providers like the school nursing team.

Our programme aims to:

- Develop our student's personal, social and health awareness
- To help students to understand their rights and responsibilities
- To judge right from wrong and to respect diversity
- Develop confidence and make the most of their abilities
- Play an active role as citizens
- Develop a healthy, safer lifestyle
- Develop good relationships and respect differences between people

In doing this we aim to enable all students to:

- Demonstrate appropriate behaviour

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- To feel confident as an individual and as a member of society
- To develop their independent skills as far as possible

At Greenfields Specialist School for Communication we aim to nurture young people's emotional and social awareness by valuing the individual in order to develop and maintain self-esteem, develop relationships through social interaction, develop an awareness of personal strengths, aptitudes and weaknesses, to increase awareness of others and to develop considerate behaviours and attitudes to others. Students, when appropriate and practical, will be encouraged to protect their health and the health of others, articulate themselves emphatically, make informed and assertive decisions and take responsibility for their sexual behaviour and health. By developing these skills and strategies we aim to enable our students to take their place in the family and the wider community as effectively and independently as possible.

Due to their learning difficulties, our students have a greater need for learning through a planned programme, with the emphasis on practical skills, as their ability to gain incidental knowledge from their peers is restricted. The PSHE programme, of which SRE is a part, includes work on social behaviour and skills, body awareness; the physical self, friendships and family relationships, emotions and feelings, puberty, sexual relationships, personal choices and their consequences, and personal health, including bullying and abuse. Throughout our PSHE programme we will respect confidentiality and privacy of all individuals as appropriate to the situation.

We believe it is important to address sex and relationships education in this age group because it will help prepare for the changes of puberty which many of our students begin to go through during their time at school. It will also build upon their understanding of growth and change and respect for one another. SRE can also provide knowledge and understanding about sexual health to manage fertility and avoid infection.

Curriculum Development

As part of Whole School Curriculum Development at GSSC, we are continuing to work collaboratively with other Special Schools to develop a 'skills based curriculum' for all of our pupils.

Entitlement, Access and Equal Opportunities

All our pupils have equal opportunities to access to a broad and balanced curriculum regardless of race, age, creed, gender or sexual orientation. The balance of the curriculum may, however, vary to respect their individual needs and priorities.

Aims and objectives

At GSSC, we aim to provide a rich and varied curriculum in all subjects that will challenge and channel pupils' natural curiosity, encouraging them to explore and make sense of the world in which they live. Our principal aim is to develop pupil's knowledge, skills and understanding in PSHE.

Mathematics - Teaches us how to make sense of the world around us through developing a child's ability to calculate, to reason and to solve problems. Helping them to gain transferable skills, for a range of real life situations.

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English – This encompasses all aspects of communication – verbal, non-verbal and written. Work in English promotes learning across the curriculum and underpins pupils’ achievements and participation in all aspects of their lives. Pupils are taught through a range of stories at a level to suit their needs. They are able to experience situations through drama and role play in a safe supportive environment. Pupils are also exposed to different cultures religions and beliefs, allowing them to better develop their understanding and acceptance of others. They will learn skills that can help them to communicate their feelings and understand their right to feel safe.

Science – During science pupils will cover some aspects of emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It aims to equip pupils with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and well-being.

Humanities – We aim to develop pupils understanding of the wider world. All pupils are given the opportunity to spend time in the community. Where they can experience social situations and recognise the difference between public and private places.

Art- This will focus on exploring and developing ideas, giving pupils the skills needed to develop their enquiry skills and express themselves creatively.

P.E – we aim to develop knowledge of skills fitness and health, as well as recognising parts of our body and understanding changes.

Teaching and Learning Styles

Teachers at GSSC use a variety of teaching and learning styles in all lessons. We do this through PSHE lessons being delivered in a variety of environments as well as in the classroom setting. Pupils are taught to consider all aspects of keeping themselves safe, staying healthy and working together. We focus on understanding protective behaviours and use the Talk Touch Triangle as a vehicle to support this.

The interactive whiteboard is used to support and enhance lessons and the children are encouraged to be actively involved in all lessons. Wherever possible, we encourage the children to use and apply their learning in everyday situations and across the curriculum. We promote a fun learning environment that enables all pupils to feel comfortable in taking part and share their ideas and opinions. school building. We consider SRE on whole school themed days to promote the importance of this subject and to think of new creative ways to make links with other areas of the children’s learning and their everyday life. Pupils take part in a range of class based and extra-curricular activities that support the learning of SRE and as part of whole school PSHE.

In all classes there are children of differing ability. We recognise this fact and provide suitable learning opportunities for all children by matching the task to the ability of the child. We achieve this through a range of strategies – in some lessons through

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differentiated group-work and in other lessons by offering one to one support. Resources used are adapted for each student to ensure a high quality of learning can take place. At GSSC we use teaching assistants to support all pupils and to ensure that work is matched to the needs of individuals.

SRE Curriculum Planning

SRE is a foundation subject which is part of the PSHE Curriculum and therefore is taught as part of the whole school curriculum for pupils across Key Stage 3 to Key Stage 5.

We carry out the curriculum planning in PSHE and SRE in three phases (long-term, medium term and short term). The long term planning provides a termly focus on different aspects, whilst ensuring there is even coverage of all other areas of PSHE throughout the school year. Our PSHE curriculum is delivered on a three year cycle and accredited schemes of work feed into this through Medium Term planning.

Medium Term planning for SRE is completed within Teaching Teams to ensure there can be valid, well-thought-out links made to other subject areas and the creative theme for that term.

Short Term planning is completed by individual teachers to ensure it meets the individual needs of each pupil within the class. This allows teachers to plan for pupil's specific targets and accreditation as appropriate. The class teacher and subject leader can discuss these plans on an informal basis.

Contribution of SRE to Teaching in other Curriculum Areas

Where appropriate and possible, we integrate PSHE, of which SRE is part of into whole school topics, with teachers capitalising on the many and varied opportunities that a topic presents. However, we also present PSHE as a subject in its own right, recognising that it is not possible to develop skills in all aspects of the subject through an integrated approach. Some of these lessons will focus purely on SRE.

English

PSHE contributes significantly to the teaching of English in our school by actively promoting the skills of speaking and listening, reading, writing and communication. For example, pupils enjoy stories and rhymes that allow them to consider different scenarios and learn about difficult situations in a safe environment. They are also able to role play various scenarios and consider their actions. This gives them opportunities to discuss their choices and the consequences.

Science

In science we cover a variety of aspects of SRE, such as body awareness, understanding gender and learning about changes in our body as we grow and develop. We learn about reproduction in plants and animals.

Information and Communication Technology

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Teachers utilise the expertise of our in-house ACC department to provide communication aids to ensure all pupils can fully participate in PSHE and SRE lessons. Every classroom has an Interactive Whiteboard with software especially designed for children with SEN. Pupils use ICT to communicate ideas and preferences with appropriate PSHE/SRE symbols.

4.5 Spiritual, Moral, Social and Cultural Developments

The teaching of PSHE, of which SRE is part of supports the social development of our pupils through the way we expect them to work with each other in lessons. Pupils are encouraged to work in groups to encourage team work, cooperation and peer learning. We have 'PSHE' days where the whole school works together to celebrate interest, fascination and achievement in this subject.

Implementation:

The PSHE programme, of which SRE is a part, is based on a modular approach and will be delivered as appropriate to the needs of individual students taking into account their age, level of maturity and stage of development. Students' awareness and understanding will be best fostered by student centred participatory teaching methods which encourage self-expression and awareness of others, and which allows students to gain knowledge in a variety of ways. Useful methods that can be adapted to meet individual needs include discussion, social modelling, drama, play, art, video and behavioural techniques. The programme will be further enhanced by students having the individual support of staff and their parents and, if necessary, an appropriate professional or carer. The school nursing team will also support the programme, through directly delivering sessions to students, but also by supporting teaching staff to plan and deliver sessions if required.

Students will be taught in groupings as appropriate to individual needs. This may be on a one to one basis, in class groups by age, or maturity, or in single sex groups. The groupings will be reviewed for each module depending on the curricula content. PSHE/Citizenship/Careers has a weekly timetabled lot for all students and opportunities are used for cross curricular learning in all other subjects. Some 1:1 learning is necessary and extra small groups are arranged as needed. (eg Social behaviours) Discreet PSHE, and therefore SRE provision, is delivered during Terms 1 and 2 each year, with Citizenship being delivered in Terms 3 and 4, and Careers in Terms 5 and 6.

The Science curriculum covers human biology in it's most basic form, and looks at the physical differences between males and females. Through PSHE and SRE students have the opportunity to consider what this knowledge and understanding means to them, and allows the opportunity to develop the skills and strategies needed to apply this knowledge in their lives. SRE also has cross curricula links with RE, Science and with ICT.

- Key Stage 3 and 4 has a 5 year rolling programme
- Key Stage 5 has a 2 year rolling programme, with students working at level M6 and above currently following the ASDAN Towards Independence Relationships module, and receiving the accreditation for this at the end of the programme. Students working below M6 follow the ASDAN Towards Independence All About Me module.

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- Individual teachers carry out medium term planning for the classes that they teach
- Targets are set for all students for PSHE and are written into medium term planning
- Each class is timetabled one lesson a week for PSHE/Citizenship/Careers where the students are taught with their home-based class group. However, for some of the SRE modules these may be better taught in single sex groups. The teachers involved make these necessary arrangements.
- Teachers will use a wide range of teaching strategies and a variety of resources to create an interesting and positive environment in which students can engage in learning and are enabled to develop their knowledge, skills, confidence and independence.
- The PSHE/Citizenship Co-ordinator will regularly review the planning and teaching of the subject.
- PSHE has many links with other curriculum areas and these links are identified on the schemes of work. The school day also offers many opportunities to help develop the skills taught within the PSHE/Citizenship Curriculum that relate to SRE, eg. Choice making.
- The school nurses provide expertise, particularly regarding 1:1 Health issues, and they are available to advise and assist on all health education matters as requested by individual class teachers. They are also able to actively assist with teaching sessions, to offer 1:1 student counselling and to liaise with parents if needed.
- Parents/Carers are welcome to meet with the subject co-ordinator and to view the resources used for Sex and Relationships Education before they are presented to their child.

Our programme covers self awareness, gender awareness, body recognition and privacy, through the use of posters, videos, puppets/dolls and pictures. Social stories, and role playing will also be used as appropriate.

If we have any reason to believe a pupil is at risk, we are required to follow the school's policy and procedures around Safeguarding and therefore speak to one of the designated Child Protection Officers.

Pupil's questions will be answered as honestly as possible, in a way that makes sense to the pupil. If the members of staff in class are unable to do this they will speak to the school nurses and ask them to answer the questions.

Spiritual, Moral, Social and Cultural Development

All subjects and areas of the curriculum play a key role in pupils' spiritual and moral development, as well as making a distinctive contribution to their social and cultural development.

British Values

Pupils explore the values and attitudes that underpin being British, both in society and the wider world across the school curriculum. This includes developing respect and sensitivity for others whilst celebrating the important days in the history of Britain. This supports the pupils in learning the history of where we have come from and where we are going. This prepares them by giving them a range of views, opinions and beliefs to become valuable citizens.

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Accreditation:

SRE will be covered in areas of PSHE

KS3 -Topic Based Learning Centred around

Relationships - Financial Awareness – World of Work Booklet

KS4 Accredited learning centred around...

AQA and ASDAN Towards Independence

Units include citizenship and life skills

KS5 Accredited learning centred around...

OCR, Life and Living Skills

Units include: Citizenship , personal skills, home management

Units are chosen dependent on level

Communication:

As a 'Communication School', the focus for all pupils at GSSC is to enable pupils to 'have a voice'. Pupils at GSSC all display varying levels of communication difficulties and access to the curriculum will be provided for all pupils using their own preferred method of communication

Staff Training:

So safe training –PSHE coordinator.

Assessment, Recording and Reporting

Assessment procedures will provide information regarding pupils' progress and inform further planning. These will be developed in line with other curriculum areas and form part of a whole school approach to assessment recording and reporting. B-Squared assessments will be completed for each pupil throughout the academic year. All pupils will be assessed within the P-Scales and through National Curriculum Levels at present. Developmental Descriptors are in the process of being developed in conjunction with The Northamptonshire Special Schools and Resources Provision SEN Data Development Group for pupils who are working 'beyond P8'. There are two assessment points in the year – January and June/July.

Pupils who are shown to require additional input are identified and an Action Plan will be written and monitored. This information is shared with parents and carers in the form of a report for the Annual Review.

Reporting to parents and carers takes place through the Annual Review process, Parent's Evenings and end of year academic Assessment reports.