



## GREEN FOLD SCHOOL

### SEX AND RELATIONSHIP EDUCATION (SRE) POLICY

#### 1 INTRODUCTION

Green Fold School is the primary school for Bolton catering for pupils aged 3 to 11 with severe, complex and profound and multiple learning difficulties. The children are taught in age based mixed ability groups staffed by teachers and teaching assistants. The school works in partnership with a range of other agencies:

- Health services, including school nurse, speech therapy and occupational therapy teams.
- Social services, including children with disability team, respite care establishments and specialist support teams.
- Mainstream schools where some of our pupils are taught in an inclusive setting.
- Educational support services, e.g. educational psychology, additional support team for children with challenging behaviour, support for children with hearing and visual impairment and BEMAS support for children with English as a second language.

Pupils are drawn from across the Bolton area and consequently there is a wide social, ethnic and religious background across the whole school community.

The school is committed to promoting pupils' entitlement and access to a broad, balanced and relevant curriculum, ensuring individual needs are met within inclusive settings. All pupils have appropriate access to the National Curriculum.

#### 2 SCHOOL AIMS

The Sex and relationship Education curriculum has been written in accordance with the following aims of the school:

1. To provide a broad, balanced and relevant education, through which the National Curriculum is made accessible to all pupils;
2. To enable each child to develop abilities and make progress according to his or her own needs and developmental level;
3. To increase each child's independence and confidence through the acquisition of relevant skills;
4. To develop positive working relationships with parents, which promotes the process of education as a partnership between home and school;
5. To develop a positive working relationship with other professionals, to the educational benefit of the children;

6. To enable each child to participate actively in appropriate childhood activities alongside his or her peers both within school and within the community;
7. To enable each child to experience his or her education as a consistent progression through the primary years and to prepare him or her for transfer to secondary school;
8. To enable each child to experience school as a supportive learning environment which enhances individual personal development.

### **3 RATIONALE FOR SEX AND RELATIONSHIP EDUCATION AT GREEN FOLD SCHOOL**

1. Pupils have a right to information about themselves and their bodies;
2. Sex and relationship education is an integral part of overall personal development;
3. The school can help to change attitudes in society by acknowledging that sex and relationship education is a basic entitlement for our pupils;
4. Pupils have a right to be valued and to be treated with dignity and respect;
5. Sex and relationship education does not start at a particular age or stage of development but is a learning continuum from childhood to mature adult;
6. Our sex and relationship education curriculum prepares pupils for secondary school and we acknowledge their ultimate rights to become mature adults who understand their sexual feelings and behaviour so that they can lead fulfilling and enjoyable lives.

### **4 AIMS OF SEX AND RELATIONSHIP EDUCATION**

1. To develop an understanding and acceptance of themselves as unique and important individuals and promote the development of positive self-esteem and confidence;
2. To differentiate between appropriate and inappropriate behaviours for themselves and others in public and private places;
3. To enable children to understand that they have rights as individuals;
4. To provide an appropriate vocabulary and alternative means of communication to enable children to communicate effectively in this area;
5. To encourage and develop an awareness of the important contribution to be made by all staff in creating a supportive ethos for the personal and social development of our children;
6. To assist pupils in the process of physical, moral, social and emotional development;
7. To prepare pupils for the experiences of future life, so that they will be able to form responsible, happy and caring relationships;

### **5 DELIVERY OF THE SEX AND RELATIONSHIP EDUCATION PROGRAMME**

The 'Sex and relationship Education Guidance' (0116/2000) states that sex and relationship education should be firmly rooted within the framework for personal, social and health education (PSHE) and citizenship. Sex and relationship education at Green Fold is taught as a cross-curricular subject and in particular is firmly embedded in our PSHE and Citizenship curriculum. The National Curriculum specifically states guidance for sex and relationship education through the following:

#### PSHE

- To recognise what they like and dislike, what is fair and unfair, and what is right and wrong

- To share their opinions on things that matter to them and explain their views
- To recognise, name and deal with their feelings in a positive way
- To think about themselves, learn from their experiences and recognise what they are good at
- How to make simple choices that improve their health and well-being
- To maintain personal hygiene
- How some diseases spread and can be controlled
- About the process of growing from young to old and how people's needs change
- The names of the main parts of the body
- To recognise how their behaviour affects other people
- To listen to other people, and play and work cooperatively
- To identify and respect the differences and similarities between people
- That family and friends should care for each other

### Science

- That animals, including humans, move, feed, grow, use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- That humans and other animals can produce offspring and that these grow into adults
- To recognise similarities and differences between themselves and others and treat others with sensitivity.

The main content of SRE at Green Fold is taught throughout our PSHE curriculum. It is normally delivered by class teachers to their class groups unless it is deemed necessary to deliver any aspects to individuals or to separate gender groups. Active learning methods which involve children's full participation are used.

Occasionally, appropriate and suitable experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of SRE in school, including the school nurse.

Elements of the SRE programme in the science curriculum and the PSHE curriculum are assessed formally. Evaluation of the SRE programme outside these two subject areas is conducted using a variety of informal activities. Teachers are required to keep evaluations of each lesson which are then used to inform future planning - by the teacher and by the curriculum team in charge of SRE.

## **6 SPECIFIC ISSUES WITHIN SRE**

### Withdrawal

Parents/carers have the right to withdraw their children from all or part of the sex and relationships education provided at school except for those parts included in statutory National Curriculum. Those parents/carers wishing to exercise this right are invited in to see the Headteacher who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed.

Equal Opportunities

Sex and relationship education is accessed by all pupils regardless of their sex, age, or level of learning difficulty.

Dealing with sensitive issues

At times pupils will ask questions about relationships and the nature of reproduction. Staff will keep to the following protocols:

- Body parts will be given their proper names;
- Teachers/teaching assistants will not give answers to questions about their own experiences;
- Teachers/teaching assistants will seek to answer all questions honestly in light of their own professional judgement.

Where a member of staff is concerned that a child protection issue is arising it is his/her responsibility to follow the school's policy in this matter to the letter.

**7 POLICY REVIEW**

The curriculum group for Social, Emotional development are responsible for the SRE policy, in consultation with staff, parents and pupils, and it will review this policy at the beginning of each academic year.

**Approved and Adopted**

Chair of Governors: Holly Bonfield

Head of School: Gary Anders

Date: March 2017

Review date: March 2018