

PSHSRE Policy

(PERSONAL, SOCIAL, HEALTH & SEXUAL RELATIONSHIP EDUCATION)

Why PSHSRE?

Because it starts with the students first. When that student has developed their ability to communicate, they are healthy, they know and understand their bodies and they value themselves. The students can develop relationships initially with those around them and then develop a relationship with another. They may form a relationship which could develop into a sexual relationship.

Our Aim

This policy provides guidelines on the provision of support and education for our learners who have a range of complex needs, to provide the skills, knowledge and values to have safe, fulfilling and enjoyable friendships. (Friendships: learning how to be a good friend - speak positively about our friends, respect their choices, spend time with our friends, help our friends, share their accomplishments with positivity, care and compassion). To understand their physical, sexual, moral and emotional development so they can make informed choices, take responsibility for their own well-being and others wellbeing, take responsibility for their own sexual health and use these learnt skills to have positive and enjoyable relationships. **This programme is not about the promotion of sexual orientation or sexual activity.**

Do we need to teach SRE?

Sex and Relationship Education is lifelong learning about physical, moral and emotional development. It is about the knowledge, understanding and the skills involved to have a loving, caring and stable relationship, with family, platonic friends and (where appropriate) sexual relationships. For any relationship, it is important that our students develop self-respect and respect others.

Our learners often have difficulties when forming and maintaining healthy and positive relationships and positively (and appropriately) communicating their feelings, emotions and needs. SRE education is just a part of developing the physical, spiritual, moral, social, cultural and academic development of our learners in order to prepare them for the opportunities, responsibilities and experiences of adult life.

It is advised that schools teach SRE. It is a legal requirement to have an up-to-date SRE policy. Our policy describes the content and the organisation of what is being taught and how Southgate's SRE is taught outside science in the National Curriculum.

This policy is available to parents on request and it is the governors' responsibility to ensure that the policy is developed and implemented.

All State Funded Schools	
The Curriculum	Must be well balanced and broadly based, with a statutory duty to promote the well-being of pupils. <ul style="list-style-type: none"> • Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society. • Prepares pupils at the school for the opportunities, responsibilities and experiences of later life. (DfE, 2010 & DfEE 2002)
PSHCE	The department for Education states that all schools should have provision for PSHE Education, drawing on good practice. Schools are free to develop their own PSHE Programme to reflect the needs of their pupils.
SRE	It is compulsory for pupils in secondary education to have sex education that includes HIV and AIDS and other sexually transmitted infections.
SRE Guidance	Any school that provides SRE has a statutory duty to have 'due - regard' to Sex and Relationship Education Guidance (DfEE, 2000). (Be aware there is a new document under review.
Science	Statutory Sex Education in Science programmes of Study at Key Stages 1 to 3.
SRE Policy	The DfEE 2000 guidance states that all schools should have an up-to-date policy for SRE, which must be available for inspection and to parents/carers on request.

(Taken from the 21st Century: Supplementary advice to the Sex and Relationships Education Guidance, 2000).

The sex education contained within the National Curriculum, Science K.S. 1-4 is compulsory.

SRE outside the science curriculum, should be taught with 'due-regard' to the DfEE, 2000, this states:

'All children, including those who develop earlier than average, need to know about puberty before the onset of those physical changes' (1:13)

'Children should learn 'how a baby is conceived and born before they leave primary school' (1:16)

How should Sex and Relationship Education be taught:

All state-funded schools are required to pay regard to statutory Department for Education guidance for sex and relationships education (2000). The PSHE Association have supplementary guidance, 'SRE for the 21st century', which provides advice on emerging issues like online pornography, and staying safe online that are not fully covered within the statutory guidance. In addition to this, the ME Programme is available for use. This programme has been developed locally for students with Students with Downs Syndrome.

Sex and relationships education be taught as part of PSHE education, so PSHSRE, which develops essential skills and attributes, such as self-esteem, managing risk and resisting peer pressure which pupils can apply to a range of areas; and which addresses related factors such as alcohol and drugs, media literacy, and equality and prejudice. To help our individual pupils develop the skills, knowledge and personal attributes they need to manage their lives, the teaching is done appropriate to the needs of our students. This is documented in our 3 wave strategy.

Prior to initially beginning the teaching, teachers will check policy documents and discuss with colleagues how to address these issues and indeed check the pupil's background. It is also important to develop an understanding of the prior learning pupils are bringing to the classroom, with initial activities aimed at illuminating pupils thinking.

What do we teach at Southgate School (taking into account the students cognitive age and what they need)?

The National Curriculum recommends that SRE should start early; at Southgate we recognise that;

- Our students learn about their bodies and the names of the different body parts. Stranger Danger is very important, our students are taught about Public and Private and that if they feel uncomfortable/unhappy/scared in a situation they are taught to tell a trusted adult.
- Lots of students start puberty whilst of a primary age, it is important that these students know what to expect before it happens. This is why Southgate has a three Wave approach to identify students who are in need.
- The knowledge provided helps the students learn progressively as they mature, often topics are revisited to reinforce the learning and provide opportunities for clarification.

SRE links with other subjects across the curriculum, eg Science, ICT and embedded assembly themes.

How does SRE relate to other Statutory Duties?

Safeguarding: Please see the Southgate Safeguarding Policy.

Equalities Act of 2010

This act covers the way the curriculum is to be taught; schools must ensure that issues are taught in a way as not to subject our students to any discrimination.

This act provides the following:

- Basic framework of protection against direct & indirect discrimination, harassment and victimisation in services and education.
- Providing protection for people discriminated against because they are perceived to have, or are associated with someone who has, a protected characteristic e.g. race, sex or sexual orientation.

In 2010, DfE published Sex and Relationship Education guidance for 5 to 16 year olds.

(Brook & PSHE Association and the sex Education Forum have worked together to produce advice for schools which supplements that guidance).

Southgate's aim is to have a whole school approach, where our school's nurture values are taken into account.

The Department for Education has produced advice on the Equality Act 2010 (DfE 2014b). See our Equality Statement at the end of this policy.

Who will provide the teaching of SRE and how will it be provided?

Southgate has a wave approach to teaching PSHSRE.

Why is SRE important?

Students are naturally curious about growing up, how their bodies work and how we reproduce. (Science, within the Science long term planning, students will learn about their bodies) Their questions need to be answered honestly, communicating the information at the appropriate level for their age and cognitive development in the hope to avoid any confusion or embarrassment and perhaps shame. The (NATSAL, 2013) document showed links between school-based SRE and the reduction of teen pregnancy.

The Wave System.

Due to the sensitive nature of the topic the term SRE will not be used. Instead the phrase 'We are developing/talking about our personal knowledge'.

At Southgate SRE is part of PSHCE, hence PSHSRE. PSHCE cover emotional health and well-being, drugs, healthy eating and physical activity, citizenship and safety. The two link together, for example the link between alcohol and drugs and emotional health. There are also links in other areas of the curriculum such as ICT (staying safe on line), citizenship and religious education.

During our PSHSRE sessions.

Privacy

Our pupils', families and teachers privacy is protected through following school policy e.g. Confidentiality, Safeguarding, Acceptable Use and the setting of clear ground rules for learning.

Behaviour (Students may manifest behaviours due to the sensitivity of the subject material.)

The lessons will look very different through the different pathways. It is recognised that it is human instinct to feel uncomfortable in these lessons and behaviours will manifest, at times these behaviours will be addressed other times they will be ignored as our pupils are all individuals (including the way that behaviours are addressed are personalised; behaviour policy and behaviour plans are in place).

Ground rules are set within the lessons. At times in lessons the circumstances call for different and perhaps inappropriate words to be used to address untruths the students may think are the truth. The correct terminology for body parts will be used where possible, especially for the reproductive organs. However if a student's refers to their private parts/sexual organs consistently in a particular way, they will not be corrected.

Example ideas for Ground Rules

The PSHCE organisation recommends as part of good practice that ground rules are set with the students within the class.

Example Activities to develop ground rules:

- **Circle Time Activities** - For Example: Play a new game. Discuss the rules first and play the game. Then deliberately an adult or a teacher stop following the

rules, see what happens and what the student's reactions are. What is it like when someone doesn't follow the rules? Then discuss rules and why it is important to play by the rules. Discuss and say different rules associated with games. Why are rules helpful? Then think about rules that can be developed for our **SRE** Lessons.

Once an agreement has been made the rules should be used and displayed during SRE Sessions. To ensure the rules are clear and understood they should be display and using words, symbols and images (depending on the students in the group).

Example Rules:

- To listen to each other.
- To wait our turn to speak. (Perhaps use a bean bag to identify whose turn it is to speak).
- Be kind to each other.
- Respect each other's views. (Reminding our students we are all individuals).
- To take care with the information we hear from our friends, Confidentiality, what is said in the room stays in the room.
- If you want to talk, eg Michelle 1-1, you can post a card. (The adult may however have to share that information if they are worried about your safety).
- If someone does not want to share/talk about an issue that has been discussed that is ok.
- Don't ask questions you would not answer yourself e.g. don't ask personal questions.

Older Pupils. Confidentiality and talking about 'what is said in the room stays in the room' can be built on. The students need to know they should not share information being said in the room as it is disrespectful. A differentiation can be made about what is public and what is private and how to protect their/our own privacy and respect that of their peers.

Language and Terminology

As said previously it has become apparent that using the correct terminology can help to safeguard our students. It is important that children develop a vocabulary that can be used comfortably, respectfully and accurately when referring to the human body, growing up and sex and relationships. This is only possible if the adults teaching SRE are able to model and are willing to model the use of this type of vocabulary.

In our planning there will be vocabulary lists that will be shared with our parents along with a brief letter prior to teaching. This is to ensure that the parents are prepared for our students to use this vocabulary.

The terms used will be medically correct terms for the genitalia, eg Vagina, Penis, Testicles, Vulva.

Ofsted (2013) support the teaching of these words and have, as raised previously, stated concerns that correct medical terminology has not been previously taught. This is a barrier to safeguarding our students as they are not able to identify/describe abuse which may have occurred. For our students, communicating abuse can be even more difficult due to communication difficulties.

By using medically correct terminology in a respectful way, can be righted. The more an 'untruth' is communicated it will become a 'truth'. Through educating our students, we hope to prevent/address any stereotypes present. Using these terms our intention is to challenge sexism, homophobia and other forms of stereotypes and prejudices both in school and subsequently the wider community. Ofsted (2013) identified that the use of the word 'gay' to call someone 'rubbish' was often unchallenged in schools, it had just become a 'norm'. Ofsted (2013) feel that this word should not be used and so at Southgate if this word is used, it will be addressed at an appropriate time.

Due to the cognitive development of the students at our school, it was felt that we required a 'bespoke' way to deal with this issue. For our students who refer to their private parts in a more 'friendly' way such as 'flower, fufu' these words will be accepted, however, in our teaching the biological names will be used. Words which are swear words will not be accepted. The use of this language will be dealt with according to the individual needs of the student, to remind ourselves that this is a subject that can cause a student to feel uncomfortable.

Meeting the needs of our female students who are menstruating.

If, on the rare occasions, a student begins their menstrual cycle for the first time in school, parents/carers will be informed. Reassurance will be given and the students will be supported in the process and where to dispose of used sanitary equipment. Social stories will be used with the students and visual support will be pointed out which is already in the ladies toilets. Parents will be asked to provide sanitary equipment. These packets will be labelled and kept in a safe place to be used with their child only. School does have equipment in school for emergencies. If the students require support when changing and managing their menstrual cycle the parent/carer will be asked to sign a **Personal Care Plan**.

Pupil Consultation

Asking students about their thoughts and feeling about the lessons gives them the ownership of their SRE education and Citizenship. At the same time, by getting primary information, it enables the teacher to meet the needs of our students.

Some questions that could be asked;

- What would you like more information on?
- Do you know who and where you can go to get support and advice?
- Are you happy to talk about your feelings? How can I help you to do that?
- Do you feel happy to talk in a group or would you prefer the group to be smaller?
- What can we do to help you enjoy your lessons more?

Disclosures

If a member of staff is concerned about anything that has come to light during a session, the member of staff will deal with that member of staffs concerns in line with schools safeguarding policy.

How is SRE Assessed Monitored and Evaluated?

Assessment

First, teachers will complete a baseline assessment so that a relevant programme can be planned. Our students may believe an **untruth** is a **truth**, so by gathering data prior to the sessions, the teacher can also be mindful of this and plan to rectify these misconceptions. Students will be asked to reflect on the topic that the pupils have learnt about using methods such as draw and write, mind maps, bingo, snap games and quizzes.

Example questions asked by the teacher may be;

- What new information have you learnt?
- What do you now think or believe?
- Have you changed your mind on anything by listening to the views of others?
- Did I learn something new?
- Will you change how you react to others?
- How do you feel about what you have found out?
- How did you feel when you were talking about this 'stuff'?
- Do you know who you can talk to if you need too?

If a pupil has had wave 3 intervention, a reduction in incidents associated with the need for this intervention can be used as assessment too.

Monitoring

This will be completed by the Subject Coordinator along with the leadership team and the governors. This is an ongoing activity which takes place, as with all subjects, to check that the programme is being implemented within the teachers' planning. (I highlight my SRE in Purple).

Barriers to PSHSRE:

Barriers in preventing SRE being taught effectively at Southgate School are:

Parents' misunderstandings of what SRE is

Teachers' apprehension, the finding of appropriate resources and 'worry of doing it wrong'.

Governors, governors consist of parents and teachers and so the above barriers influence the Governing body.

How the Barriers will be removed?

- By having a named parent governor to discuss any issues or concerns, (Scarlet's mum?)

Parent Governor:

Through discussion misunderstandings can be eliminated and through discussions with other parents and governors a personalised curriculum can be developed for Southgate Students.

- Through the development of sample planning documents to inform teachers of what to teach and to allow them to adapt these to the appropriate needs of the students. Developing a good relationship between all staff that are involved in the teaching of SRE so that any problems, issues, apprehension, fear can be alleviated in a non-threatening way.

Consulting Parents and Pupils

The government guidance on SRE (DfEE 2000) stresses the importance of working with our parents. Schools should give parents the opportunity to withdraw their students (until they are 19) from SRE lessons which are taught outside the National Curriculum of Science. For the students to be withdrawn from the SRE sessions they should write or email the head teacher Nicky Rogers. Parents have the right to see this policy document and be given a copy or visit the website (education Act 1996). Parents should understand that our school is legally bound to give a board and balanced curriculum and issues that relate to SRE may arise in other areas of the curriculum; it may not be possible to withdraw their child from this naturally occurring discussion. If a parent does choose to opt out the head teacher will have further discussion with the parent and encourage them to provide some SRE teaching in the home environment.

If a parent chooses to withdraw their child from SRE lessons

- The policy will be sent out to those parents and they will be asked to comment on the policy and give some feedback to try to understand why the parents have made this decision. This will be done in a supportive way to try to alleviate any anxieties; we all find it difficult to accept that our children are growing and changing.
- The parents feedback will be reviewed. By reviewing the parents comments this will give time to explore what SRE actually is and this will help our parents think about what kind of SRE education they want for their child.
- Sharing information that our teacher have gathered from our young people could also help parents understand they type of questions that our students ask. These may have been gathered in the rainbow/emotions box that Michelle collects or questions asked in 1-1 situations.

Bibliography

- Bennathan, M. (2011) How nurture groups help children in schools, goodenoughcaring.com
- DfE (2011) Personal, Social, Health and Economic Education (PSHEE); End of Key Stage Statements, Crown Copy Right.
- (Assessed from National Archives Nov 2016)
- DfE (2014) National Curriculum; Framework for Key Stages 1 to 4, Gov.uk, Crown copyright.
- DfE (2014) National Curriculum Science Key Stages 1, 2 and 3, Crown copyright.
- DfE (2014a) Keeping Children Safe in Education: Statuary guidance for schools and colleges, Crown copyright
- DfE (2014a) The Equality Act 2010 and schools; Departmental advice for school
- PSHE Association.

- DfE (2010) Sex and Relationships education and Guidance to Schools. Gov
- Lucas, S., Insley, K. and Buckland, G. (2006) *Nurture Group Principles and the Curriculum Guidelines Helping Children Achieve*, The Nurture Group Network.
- Williams. H, (2008)*Developing successful learners in nurturing schools: The impact of nurture groups in primary schools.*