

S17 Relationships and Sex Education Policy



**Mill Ford
School**

Motivating For Success

Date last reviewed: Summer 2018
Date to be reviewed: Spring 2021
Document Version: 4

Policy checklist

Is the policy from a good/outstanding source? ✓*

*Not taken from any other school just an adaptation of our own policy and practice

Does the policy reflect the good practice demonstrated in school? ✓

Has the policy been cross referenced with up-to-date guidance? ✓

Amendments:

Policy Document

This policy should be read in conjunction with the following:

- Every Child Matters
- Sex and Relationships Guidance (DfE 2000)
- Policy statement: Relationships Education, Relationships and Sex Education, and Personal, Social, Healthy and Economic Education (DfE 2017)
- Sex and Relationships (Ofsted 2002)
- Sex Education Matters (Plymouth)
- The National Curriculum Key Stages 1-4 Programmes of Study
- Equal opportunities policy
- Health education policy
- Anti-bullying policy
- So Safe

We are aware that our pupils will have questions about various topics discussed in sex education lessons and welcome these. The pupils are aware that they can ask any questions as part of the lesson, or approach other members of staff to ask their question with more privacy if preferred. Should any following discussion result in a disclosure, that would become a safeguarding matter and the School's policy on Child Protection and Safeguarding should be referred to as well as following the appropriate reporting procedures we have in place.

Each classroom at Mill Ford School displays a safeguarding leads poster and the pupils are aware of who they are.

We aim, through use of this policy and lessons, to equip our pupils and young people with the knowledge they need to safeguard themselves, and others, as vulnerable members of society.

Introduction

Mill Ford School is an all aged special school that caters for pupils with severe and profound/multiple learning difficulties as well as complex medical needs.

Pupils with learning and communication difficulties often need more help in coping with the physical and emotional aspects of growing up, they may need more help in learning what sorts of behaviours are and are not acceptable and they may need to be warned and prepared against unacceptable behaviour by adults.

We believe that all children and young people have a right to understand their developing bodies, appropriately identify and express their emotions, understanding explicit verses implied. As well as learning how to form and maintain safe relationships.

Working with parents/carers at every opportunity, we will endeavour to meet the needs of each individual pupil at the appropriate level.

Aims

- To provide pupils with the knowledge to understand their own body.
- To teach pupils about the changes to their bodies during puberty.
- To provide pupils with knowledge about sex and sexual feelings, including contraception, pregnancy and STIs.
- To increase awareness acceptance and understanding of the diversity of families and relationships, including lesbian, gay, bisexual and transgender (LGBT).
- To teach pupils how to stay safe in relationships by the use of consent by both persons.
- To increase awareness of personal safety within social media.
- To give pupils a wide emotional vocabulary to enable them to identify and express their emotions.
- To encourage and develop positive decision making skills.
- To learn about friendship and how to make and keep friends.

Curriculum and implementation

Sex and relationships education will be delivered throughout the school via a rolling programme of PSHE, weekly So Safe lessons from year 7 (or earlier if appropriate to individuals) with targets in Educational Health Care Plans. Parents/Carers are asked to give written consent to their child's participation in 'So Safe programme', and are informed by letter when specific modules are due to be taught as part of the PSHE rolling programme. Parents/Carers have the right to withdraw their children from the modules relating to sex if they so wish.

Teaching methods

Sex and relationships education is taught explicitly through:

- Structured group activities
- Whole class sessions
- Teacher and teaching assistant modelling
- 1:1 work
- Sensory stories
- Individualised resources provided by Speech and Language Therapists

Many informal opportunities are also provided for pupils to develop their relationship and personal safety skills, including lunchtimes, educational visits

and inter-school events.

Roles and Responsibilities

All Staff will:

- Be positive role models for good relationships with colleagues, parents, carers and pupils without bias.
- Increase awareness of acceptance and understanding of the diversity of families and relationships, including lesbian, gay, bisexual and transgender (LGBT).
- Read and follow pupils' personal care plans.
- Use language of 'So Safe' and refer to 'So Safe' books during lessons and whenever opportunities arise.
- Keep their skills up to date and identify any training needs they may have.
- Consider the Safeguarding policy at all times and report concerns according to that policy.

Teachers will:

- Plan and teach SRE and So Safe in accordance with the rolling programme.
- Have responsibility for enabling pupils to develop understanding of SRE at the appropriate level.
- Keep PRB (So Safe book) up to date and ensure that pupils have access to it.
- Assess and record progress using MWLS tracker.
- Liaise with parents /carers and speech and language therapists as appropriate.

PSHE Subject Lead will:

- Track pupil progress in SRE
- Signpost appropriate resources and services
- Ensure others are fulfilling their roles and responsibilities
- Support staff in planning and teaching SRE
- Ensure there is an action plan and this is implemented
- Keep the subject lead file up to date

Senior Leadership Team will:

- Ensure staff have the resources needed to fulfil their responsibilities.
- Identify training needs of staff vital to ensure continued progress of pupils.

APPENDIX

Rolling programme to be reviewed throughout all key stages due to curriculum changes.

Assessment tracker to be developed specifically relating to SRE and So Safe (we do not believe that numerical targets can be set for this area, due to the very different needs of every pupil, parental engagement and consent, life experiences and opportunities as well as pupils' cognitive development).

Policy Document