



Title	<b>A18 Sex and Relationships Education Policy</b>
Purpose	<b>To describe the way in which Sex &amp; Relationships Education will be taught at Oak Lodge School</b>
Relevant to	<b>Governors, Classroom Staff</b>
Responsible Officer	<b>Assistant Headteacher (Autism)</b>
Introduced	<b>10/2010</b>
Modification History	<b>11/2013</b>
Related Policies	<b>A5 Bullying &amp; Harassment Guidelines A7 Child Protection &amp; Safeguarding A9 Curriculum Policy A10 Equality &amp; Diversity Policy B1 Policy on Policies</b>
Date due for review	<b>10/2016</b>
Relevant Governors' subcommittee for review	<b>Curriculum</b>
Agreed at full meeting of Governors on	12 <sup>th</sup> November 2013
Signed by Chair of Governors	
Filed as	<b>A18 Sex and Relationships v2 1113</b>

## **Contents**

<b>Introduction</b>	<b>3</b>
<b>Aims and Objectives</b>	<b>3</b>
<b>The Sex and Relationships Education Programme</b>	<b>4</b>
<b>The Curriculum</b>	<b>4</b>
<b>Delivery for Students with Autistic Spectrum Conditions</b>	<b>7</b>
<b>Assessment and Evaluation</b>	<b>9</b>
<b>Statutory Requirements</b>	<b>9</b>
<b>Staff and Training</b>	<b>9</b>
<b>Equal Opportunities</b>	<b>10</b>
<b>Working with Parents</b>	<b>10</b>
<b>Parent’s Rights to Withdraw Their Children from SRE</b>	<b>10</b>
<b>Resources</b>	<b>10</b>
<b>Monitoring and Evaluation</b>	<b>11</b>
<b>Policy Formulation, Review and Consultation Process</b>	<b>11</b>

## **Introduction**

Sex and relationships education promotes learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring accurate information, developing skills, positive values and a moral framework, which will guide decision-making, judgements and responsible behaviour.

Sex and relationship education aims to educate and support young people through their physical, emotional and moral development in partnership with parents and professionals. A successful program matched to levels of functioning and firmly embedded in Personal, Social, Health and Economic Education and Citizenship (PSHEE & C), will help young people to learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

At Oak Lodge we are committed to providing students with opportunities to;

- Develop a positive and realistic self understanding & self image
- Make safe choices and understand each other's rights
- Recognise, tolerate and respect difference
- Respect self and others
- Foster positive attitudes and values
- Communicate effectively & assertively with others
- Develop the skills, understanding and attitudes to enable them to become confident and competent members of their communities
- Develop moral, social and cultural understanding

## **Aims and Objectives**

Sex and relationships education at Oak Lodge will address the spiritual, moral, cultural and physical development of students and will emphasise responsible and healthy choices. It will also help to prepare our students for the opportunities, responsibilities and experiences of adult life. Sex and relationships education at Oak Lodge will:

- Provide knowledge & information to which all students are entitled
- Clarify and reinforce knowledge that students have already acquired
- Help students develop the skills they require to have relationships with others
- Help to raise students' self-esteem and confidence, especially in their relationships with others
- Help students to understand their bodies, emotions, sexual feelings and behaviour, so that they can lead fulfilling and enjoyable lives
- Develop skills (language, decision making, choice, assertiveness), which are necessary in a range of situations
- Promote acceptable and appropriate behaviour in public and private situations
- Give practice of strategies, which reduce the risk of exploitation, misunderstanding and abuse

- Promote the confidence to be an active member of society
- Support access to information and facilities.
- Provide students with access to knowledge and understanding regarding safe sexual relationships
- Explore the notion and nature of prejudice and promote tolerance and respect for all aspects of difference

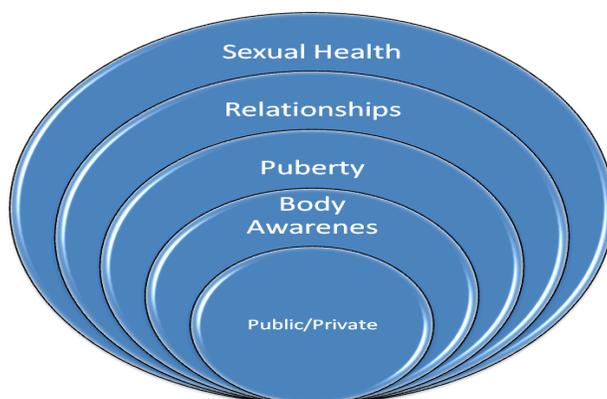
## **The Sex and Relationships Education Programme**

In collaboration with students, parents/carers and external agencies, we aim to deliver a differentiated sex and relationships education programme, which takes into account the communication, needs, social skills, cognitive ability and all other aspects of a student's functioning.

Sex and relationships education will be taught school-wide as part of the school's PSHEE & C program of study and curriculum offer. Classes should have at least one of their timetabled PSHE and C lessons dedicated to SRE from Year 7 through to Year 11. Programs will be slightly different using a different scheme of work for those students on the Autistic Spectrum due to their very different social and emotional competences. We see this as an effective way of delivering a more personalised programme. Given that students with ASC are grouped appropriately in discreet classes this gives the opportunity for approaching sensitive topics in the 'least restrictive environment. There is an expectation that girls and boys will also be grouped separately within the classes as appropriate to the topic. Aspects of sex education also form part of National Curriculum Science and it will inevitably cross over into other National Curriculum subjects and crucially within the 'hidden curriculum' at the school.

## **The Curriculum**

The sex and relationships education curriculum at Oak Lodge school is based around five key overlapping and interconnected themes; private/public, body awareness, puberty, relationships and sexual health. These themes, whilst being developmentally ascending in complexity, do inter-relate and form the basis for the content of units of work both in Key Stage three and four. Students will be developmentally at differing levels of the curriculum, therefore teachers are encouraged to deliver learning that is relevant to the students developmental, emotional and cognitive level, this may mean for some classes there is a need to work with smaller differentiated groups so that the needs of all students are met. This is especially relevant for those pupils who are at pubescent stage of development but cognitively at a much lower level of understanding.



### Key Stage 3

At Key Stage 3, sex and relationships education is derived from various resources including the National Curriculum, Equals schemes of work, Share Special and other publications from the Family Planning Association. The scheme of work is an Emotional Developmental model. From these resources, four units of work have been developed. These are shown below with examples of curriculum content.

#### Units of Work for Key Stage 3

<b><u>Unit 1: Public/Private</u></b>	<b><u>Unit 2: Myself &amp; My Body</u></b>
<ul style="list-style-type: none"> <li>• Body awareness</li> <li>• Public/private parts of the body</li> <li>• Where can I touch? Where can others touch me?</li> <li>• Public/private places at home, school and elsewhere</li> <li>• Public/private activities</li> <li>• Behaviours in public/private</li> <li>• Important people to me</li> </ul>	<ul style="list-style-type: none"> <li>• Public/private</li> <li>• Body parts and terminology</li> <li>• Describing and comparing parts of the body</li> <li>• Puberty and change</li> <li>• Coping with change</li> <li>• Hygiene</li> </ul>
<b><u>Unit 3: Growing and Changing</u></b>	<b><u>Unit 4: Relating to Others</u></b>
<ul style="list-style-type: none"> <li>• Public/private</li> <li>• My body; names and functions of reproductive organs</li> <li>• Puberty: masturbation, wet dreams, periods</li> <li>• Relationships: girlfriends/boyfriends, dating, mutual consent, sexuality</li> </ul>	<ul style="list-style-type: none"> <li>• Different types of relationships</li> <li>• Consent, sexuality and rejection</li> <li>• Changing relationships</li> <li>• Saying 'no'</li> <li>• Male/female anatomy</li> <li>• Menstruation, erections, wet dreams, masturbation</li> </ul>

## Key Stage 4 and Post-16

Between the ages of 14-19, sex and relationships education will form part of the coursework for either the ASDAN: Personal Progress Qualification, ASDAN: Personal and Social Development Qualification or for the AQA Entry Level Certificate for PSHE. Units of work for at this stage are also developmentally progressive, based again around the five key and overlapping themes.

The Post 16 Department follow the same interconnected themes with resources being drawn from the Christopher Winter project who in the past have provided training and support for teachers in delivering lessons.

### Units of Work for Key Stage 4 and Post-16

<b>Entry Level 1: Keeping Safe</b>	<b>Entry Level 2: Knowing the Facts</b>
<ul style="list-style-type: none"> <li>• Myself and others</li> <li>• Family and friendships</li> <li>• Relationship changes</li> <li>• Body space</li> <li>• Male/female puberty</li> <li>• Public/private</li> </ul>	<ul style="list-style-type: none"> <li>• Different relationships</li> <li>• Feelings/emotions</li> <li>• Changing relationships</li> <li>• Public/private</li> <li>• Reproductive anatomy</li> <li>• Puberty</li> <li>• Sexual relationships (who)</li> <li>• Contraceptives</li> </ul>
<b>Entry Level 3: Being Responsible</b>	<b>ASDAN Units</b>
<ul style="list-style-type: none"> <li>• Parenting</li> <li>• Relationship changes (marriage/divorce)</li> <li>• STIs and prevention</li> <li>• Contraceptives</li> <li>• Sex and the law</li> <li>• Sexual behaviours</li> </ul>	<p>Teachers are to choose from the selection of units from KS3 based upon the needs and attainment level of their students.</p> <p>Where relevant, teachers incorporate ASDAN tasks into their units of work.</p>

This selection of units allows those teachers who are delivering sex and relationships education, the opportunity to select units of work that are not only suitable to their student's ability level but also to their particular needs and interests. Providing a selection of units and allowing staff to adapt these and indeed create their own if need be, allows the school to implement a far more personalised curriculum for sex and relationships education.

As with all aspects of the curriculum, teaching strategies for students within the school will vary according to individual student needs and will encompass and reflect the learning styles of students within each class group. It is vital that lessons are differentiated to meet the varied needs of the learners and that effective methods of evaluation and assessment are used in conjunction

with B-Squared assessment records to ensure that the content of lessons is suitable to the individual student and class group.

Teachers can adapt the objectives and activities in the units of work to suit the needs and attainment levels of their students. Children and young people report that they would like some of their formal SRE to be provided in single sex groups. However, work in mixed gender groups is also important.

Children and young people with learning difficulties will need constant repetition and reinforcement of learning. Checking that they have really understood or assimilated information or concepts is much more important than simply 'covering everything'. For those with slower cognitive response, classroom work needs to be more explicit than with other students. Visual material will need to be clear and unmistakable and learning can be reinforced using anatomically correct three-dimensional models.

Using active methods in a group is an effective approach in the delivery of sex education and relationships. These methods use a variety of ways of communicating and are not only verbal. They enable skills to be practised; they keep up the energy and enthusiasm of the group and are fun. They include circle work, matching and sequencing pictures, experiential work, storytelling, mime and drama. Some key elements of working in this way are:

- Setting up working agreements from the start, such as no-one will be expected to ask or answer a personal question; it also provides clarity about what will need to be passed on if there is a genuine concern.
- Use of distancing techniques – realistic case studies for instance – will help to protect confidentiality
- Using group building activities to form a cooperative and safe group
- Giving a variety of opportunities for developing and practising skills like decision making and assertion
- Using distancing methods like stories, case studies, drama and 3D models to allow discussion about matters without referring to people in the group
- Using ritual and repetition to promote learning, for example using the same song or activity to start the session
- Building on what has gone before by returning to similar content
- Drawing on a wide range of materials including visual, aural and tactile.

### **Delivery for Students with an Autistic Spectrum Condition**

As previously highlighted, the school's population of students with an ASC, their significant impairment in social understanding, relating verbal/non-verbal communication, imagination and flexibility of thought will have a profound effect on the very aspects of learning that comprise sex and

relationships education. For these students, the teacher may need to consider a delivery that is highly structured and individualised using concrete strategies where appropriate keeping in mind the Triad of Impairment, which highlights impairment in three areas of development:

- Social Understanding and relating
- Communication: verbal and non-verbal
- Imagination and flexibility of thought

Significant difficulties in these areas have an impact on individuals with Autistic Spectrum Conditions and therefore need to be specifically addressed.

Wendy Lawson an adult with Autism once wrote :

*I am a sexual being too  
I have all these feelings that tumble around  
I'm not sure I like them  
Certainly don't want them  
How can I make them go back underground?  
They don't go away, I hear your voice say  
You have to sort them, they are here to stay  
But I don't understand them, their voice is too loud  
They make me do things  
Especially in a crowd  
No, Wendy, "Not here!" your louder voice states  
That should be in private and not for this place  
What is for private and what is this place?  
I wish I could read the look on your face.*

Weak or undeveloped 'Theory of Mind' can lead to uncertainties among our students with ASC about initiating and maintaining relationships. Anxieties among peers should be explicitly and carefully addressed through social skills and sexual development sessions. Often those with ASC have difficulties in establishing interpersonal relationships, have limited vocabulary to express their feelings and limited non-verbal understanding, but they do have a strong desire to form relationships. In some cases the adolescent peer group may not be the best source of role models as information can be misunderstood. It is possible that the vulnerability and uncertainty of the individual with an ASC may be exploited by some peers. This makes the teaching and development of understanding of SRE all the more important for our young people with an ASC.

The risk is that the sexual nature of the individual concerned may be underestimated, repressed or glossed over. Sometimes misunderstood or overestimated unfulfilled sexual interest may turn into a kind of obsession, reflected in fixed behaviour. In order to meet the needs of our students with ASC we should ensure a specific program that will:

- work on understanding and emotions

- propose a behavioural alternative to inappropriate behaviour
- Explain differences between 'private' and 'public' places

Teachers will of necessity develop a learning programme from adapted units of work which will help such students to make the most progress possible.

### **Assessment and Evaluation**

Assessment in sex and relationships education is crucial to the process of learning. It helps children, young people and the adults that work with them to understand what has been learned and to identify future learning needs. Assessment also helps staff to identify students' progress for reporting processes.

Evaluation is concerned with the appropriateness of content and the effectiveness of the methodologies used in achieving the learning objectives. Both assessment and evaluation are collaborative processes between children, young people and staff. Regular formative assessment should be used throughout a unit of work and more summative assessment gained via the B Squared assessment system or through an applicable qualification's assessment procedures.

### **Statutory Requirements**

It is the school's legal obligation where appropriate to teach the biological aspects of human growth and reproduction that form part of National Curriculum Science. It is also statutory to teach students about sexually transmitted infections, including HIV/AIDS, and how to avoid them. Such issues will always be dealt with in a sensitive manner in consultation with parents.

### **Staff and Training**

Good quality sex and relationships education is dependent upon confident staff who are adequately trained and supported. As sex and relationship education forms part of the PSHEE & C curriculum, it should be coordinated by the PSHE & C coordinators who are the relevant department heads according to the chronological age of the students. These staff members are responsible for overseeing the delivery of sex and relationship education within their department and are the first point of call for any staff with concerns, purchase and budget queries, curriculum content and delivery. The Assistant Heads for Autism and Complex Needs should be available to provide specialised advice on all planning, implementation and delivery of the SRE program for all staff.

It is recognised that staff delivering sex and relationship education will require training on the curriculum content and this will be done through individuals attending relevant courses run by LA CPD and through an annual whole-school training programme. The Senior Leadership Team and the Key

Stage Co-ordinators will work together to ensure staff are fully supported in terms of supervision and in professional development.

### **Equal Opportunities**

Sex and relationships education is taught throughout the school within the framework provided by our Equal Opportunities statement. All students are given equal access with due regard to race, gender or disability.

### **Working with Parents**

At Oak Lodge School we believe in the importance of a comprehensive sex and relationships education programme designed to meet the needs of our students in which parents as well as staff and students feel confident.

We will encourage parents to talk with us about their views which may affect the content of the sex and relationships education they would wish their son or daughter to receive and these will be explored and considered within the context of the school ethos and commitment to equality of opportunity.

We will make opportunities to inform and involve parents and carers by making our commitment clear in the school prospectus, holding an annual sex and relationships education evening to discuss policy, content and teaching materials and will report on sex education in the PSHEE & C section of the Annual Report to parents. Additionally, concerns or issues can be further investigated at annual review meetings or via appointments with relevant staff members at the school. We hope parents will take the opportunities offered to them to attend meetings at which sex education is explored and discussed and/or request other means of being involved.

### **Parent's Rights to Withdraw Their Children from Sex Education**

Any parent may at any time, exercise their statutory right to withdraw their child under the Education Act 1993, from all or part of the sex and relationships education programme but not from the teaching of the biological aspects of human growth and reproduction that form part of National Curriculum Science. It is also statutory to teach students about sexually transmitted infections, including HIV/AIDS, and how to avoid them.

A parent wishing to exercise this right is invited to see the Headteacher or applicable department leader who will explore with parents the possibilities of adjusting the programme or approach and will discuss any impact that withdrawal may have on the student. Once a student has been withdrawn they cannot take part in sex and relationships education until the request for withdrawal has been removed.

## **Resources**

A central bank of resources will be continually developed by Key Stage Co-ordinators who will control the allocated budget. These will include; books, visual aids, community-based resources, all of which are matched to age and need.

The school has a legal duty to ensure that students are protected from teaching and materials which are inappropriate, having regard to age, religion and cultural background of the students concerned.

Resources can be loaned/made available to parents who wish to supplement at home the sex education delivered at school. Electronic resources for the delivery of sex and relationships education can be found on the Fronter Managed Learning Environment (staff room documents folder).

## **Monitoring and Evaluation**

Sex and relationships education will be assessed and monitored in line with the school's policy on assessment, recording and reporting. It is the responsibility of the Key Stage Co-ordinators to monitor the teaching of sex and relationships Education across the school with a minimum requirement of one taught lesson of PSHE dedicated to SRE a week. Students will each have a sex and relationships section in their PSHE folder in which they will keep a record of their work. This will move each year with them to their new class.

## **Policy Formulation, Review and Consultation Process**

This policy was written in accordance with D. F. E. circular 5194, "Education Act 1993: Sex Education in Schools" and initial consultation has taken place between teachers, the Headteacher and governors. A wider consultation process will be planned to encompass the parents and whole school community and this will generally take place in the form of an annual information evening before the sex and relationship education programme begins in the summer term. This policy is to be reviewed regularly in accordance with Governor's Policy B1.