



**BEVERLEY SCHOOL
FOR
PUPILS WITH AUTISM**

**SEX AND RELATIONSHIP EDUCATION
(SRE) POLICY**

**Updated:April 2018
Approved by Governors:October 2018
To be reviewed.....April 2020**

Sex and Relationship Education (SRE) Policy

This policy was developed in consultation with school governors, all teaching staff and parents / carers. It has been reviewed and updated regularly. This policy has obvious links with the following school policies: PSD; Health and Safety. This policy takes full account of the school's legal obligations and the latest DfE guidance 'Sex and Relationship Education Guidance' (2000).

What is SRE?

The term *sex and relationships education – SRE* – is used in this policy rather than *sex education*. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

According to the latest DfE guidance SRE is:

'...lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health'.

DfES 'Sex and Relationship Guidance', 2000.

The guidance suggests that SRE should have three main elements as follows:

Knowledge and understanding

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, sexual health, emotions and relationships.
- Learning about contraception and a range of local and national sexual health advice, contraception and support services.
- Learning the reasons for delaying sexual activity, the benefits to be gained from such delay
- The avoidance of unplanned pregnancy.

Attitudes and values

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life, marriage and stable and loving relationships for the nurture of children.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.

Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices based on an understanding of difference and with an absence of prejudice.

- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Learning how to recognise and avoid exploitation and abuse.

The school's approach to SRE consists of:

1. The taught National Curriculum Science Programme of Study.
2. SRE modules within each Key Stage delivered within a planned PSD programme at stage not age appropriate time.
3. Pastoral support for students who experience difficulties.
4. Provision of appropriate information through leaflets and books and display of posters.

Overall aims of the policy

Our approach to SRE will be conducted within a clear morals and values framework based on the following principles:

- The value of stable and loving relationships.
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views.
- The development of relationships, including sexual relationships, based on mutual consent, rather than coercion.
- The right not to be abused by other people or to be taken advantage of.
- The right of people to follow their own sexuality, within legal parameters

We also believe that students have an entitlement to:

- Age and circumstance appropriate SRE.
- Access to help from trusted adults and helping services.

SRE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The school's approach to SRE will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias. We shall endeavour to have an approach that is educational, and which meets the varying needs of the children in our school. The school strongly believes that all students should have access to SRE that is relevant to their particular needs. To achieve this, the school's approach to SRE will take account of:

- **The teaching programme for Sex and Relationship Education** – we intend that all pupils shall experience a programme of sex and relationships education at a level which is appropriate for their age and physical and cognitive development. The programme is designed to meet the particular needs of young people with ASD, and includes adaptations for those with particular cognitive difficulties.
- **Pupils with profound and multiple learning difficulties** – are not excluded from the programme. Using appropriate methods, they will experience most of the basic content; self-awareness, gender awareness, body recognition, privacy. Pupils will require individual teaching to meet their specific needs. SRE may be included in a TEACCH programme and Picture Exchange Communication Systems (PECS) where appropriate. Explicit teaching and use of pictures and visual aids is essential to

avoid confusion. The SRE programme is delivered in a developmental manner so that issues are explored in greater depth as students mature

- **Contraceptive advice to older pupils** – pupils will be taught, in the context of sexual intimacy and safer sex, that intercourse should always involve using a condom. Questions about forms of contraception will be answered accurately and honestly within the student's ability to understand.

A Whole School Approach

A whole school approach will be adopted to SRE that actively involves the whole school community. All groups who make up the school community have rights and responsibilities regarding SRE. In particular:

- **The Senior Leadership Team (SLT)** – will endeavour to support the provision and development of SRE in line with this policy by providing leadership and adequate resourcing.
- **Phase leaders** – will maintain an overview of SRE provision in their phases. This will include keeping up to date with developments and good practice, developing the provision to meet student's needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation.
- **Teaching staff** – all teachers are involved in the school's SRE provision. Some teach SRE through the PSHE programme and some through science and other curriculum areas. All teachers play an important pastoral role by offering support to students.
- **Non-teaching staff** – may be involved in a supportive role in some SRE lessons and also play an important, informal pastoral support role with students.
- **Governors** – have responsibilities for school policies. They will be consulted about the SRE provision and policy and have regular reports at Governor's meetings.
- **Parents / carers** – have a legal right to view this policy and to have information about the school's SRE provision. They also have a legal right to withdraw their children from dedicated sex education lessons if they wish. The school will seek and take account of parents /carers views and endeavour to adopt a partnership approach with parents / carers. This will periodically include information/education workshops for parents / carers. The school's approach to SRE will encourage dialogue between parents / carers and their children.
- **The school nursing service** – can play a key role in supporting the teacher in SRE both in terms of advice, input into lessons, provision of pastoral support for students and resources. The school will work in ongoing consultation and partnership with the school nursing service.
- **Outside agencies and speakers** – may be involved in inputting to SRE lessons and as points of referral as support services for students. The school will only work with agencies and speakers who are appropriate to student needs. We shall work in partnership with them and jointly plan their work within the school.

The Taught SRE Programme

The SRE programme will be delivered as part of the school's approach to PSHE and Citizenship.

Aims of the programme

The overall aims of the SRE programme are:

1. To provide accurate information about, and understanding of, SRE issues.
2. To dispel myths.
3. To explore a range of attitudes towards SRE issues and to help students to reach their own informed views and choices for a healthier lifestyle.
4. To develop respect and care for others.
5. To increase student's self esteem.
6. To develop skills relevant to effective management of relationships and sexual situations. Examples include communication with and empathy towards others, risk assessment, assertiveness, conflict management, decision making, seeking help and helping others.
7. To contribute to a reduction in local and national teenage pregnancy, sexually transmitted infections and abortion rates.

Place in the curriculum

The main SRE programme will be delivered through PSHE lessons by a class teacher or at an opportune time to an individual when the need arises, or by the teacher and the nursing service where appropriate. In addition certain biological aspects are delivered through Science lessons.

Teaching is conducted in a safe learning environment through the use of ground rules and distancing techniques so that students are not put on the spot or expected to discuss their own personal issues in class. Teaching resources are selected on the basis of their appropriateness to students, and reflect approaches to teaching and learning that are particularly relevant for students with ASD.

Parental concerns and withdrawal of students

We will work in active partnership with parents / carers, value their views and keep them informed about our SRE provision. If a parent / carer has any concerns about the SRE provision we will take time to address their concerns and allay any fears they may have. If any parents / carers decide to withdraw their child we shall work with them and their child to explore possible alternative provision.

Confidentiality and informing parents / carers

We are aware that some parents find it hard to cope with their children's sexual development, and are happy for the school to take the initiative. We will take every opportunity to inform and involve parents and carers:

- by discussing and agreeing a consistent approach for pupils to be used at home and school
- by ensuring appropriate dialogue through the home/school books regarding SRE lessons