



Clovelly House School Policy



Clovelly House School
Stay safe, respect, achieve

Sex and Relationships Policy

August 2021



Clovelly House School Policy

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Sex and Relationship Education Policy, (SRE)

(Adapted from the 'Leicester Healthy Schools' SRE Policy)

1. Introduction

This policy was developed for Clovelly House School in response to Sex and Relationship Education Guidance DfES 2000, the National Teenage Pregnancy Strategy and National Healthy Schools Programme.

2. The Consultation Process Has Involved:

- Review of SRE curriculum content with staff
- Consultation with managers

3. What Is Sex and Relationship Education?

SRE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

The pupils who attend Clovelly House School all have severe social, emotional and behavioural difficulties and most of the young people have experienced trauma, attachment difficulties and neglect and/or abuse, including inappropriate sexual activity and sexual abuse. Some of the children are 'Looked after' on a fifty-two week basis. These children may need to learn about developing positive relationships and safe and fulfilling sexual development. This education must be delivered in a sensitive and supportive manner.

4. Principles and Values

In addition, the staff members in Clovelly House School believe that SRE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people
- Encourage every student to contribute to make our community and aims to support each individual as they grow and learn.
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents/carers are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.
- Recognised that therapists are vital in the recovery work with the child and that their involvement can enhance the provision of sex and relationships education
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.
- Ensure that the education staff members are well-trained to deal with 'sexuality and relationships education'.



Sex and Relationship Education in this school has three main elements:

Attitudes and Values

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships, and marriage;
- learning about 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
- challenging myths, misconceptions and false assumptions about normal behaviour.

Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

Knowledge and Understanding

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

5. Aims

The aim of SRE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our SRE programme aims to prepare students for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- sensitively explore and challenge negative preconceptions about sex based on past undesirable and damaging experiences
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- communicate effectively by developing appropriate terminology for sex and relationship issues.
- develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity
- understand the arguments for delaying sexual activity.
- understand the reasons for having protected sex.
- have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV.
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- know how the law applies to sexual relationships.



- know and understand how to conduct safe interactions with others who are known and/or unknown using technological devices

6. Organisation and Content of Sex and Relationship Education

Due to the nature of the work in Clovelly House School, and the small numbers in each year group, staff members have the opportunity to do direct work with pupils on a daily basis. This direct work involves answering questions posed by the children, challenging stereotypical views and intolerance, engaging in dialogue about sex and relationships and dealing with disclosures. Some of this work will be done in an unplanned way, depending on the experiences and stage of development of the child, and some will be done in a planned way on a one-to-one basis or in class groups or meetings.

Additional work will be done with individual pupils who place themselves at risk by going missing from care or school, placing themselves in risky situations and engaging in unsuitable online activities. This work will be done in a more targeted manner to address and challenge the pupils according to individual need.

The schools within Clovelly House School specifically deliver Sex and Relationship Education through the PSHE Programme, RE and Science lessons at KS3, and KS4.

Much of the Sex and Relationship Education within Clovelly House School takes place within PSHE lessons. Teachers/tutors generally deliver the PSHE Curriculum with support from professionals where appropriate. Teachers/tutors work closely with the young people over a number of years and we believe that they are usually the best people to work with the students on many of the SRE topics as they are aware of each student's individual circumstances. SRE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

The PSHE Programme and Science National Curriculum is taught in every year.

Any SRE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

More expert or specialist teachers support tutors who are uncomfortable with teaching certain aspects of the curriculum. Support for individual staff members is offered by the whole staff team who will help with planning or delivery lessons if required.

Assessment is carried out at the end of every module and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

7. Inclusion

The education service promotes tolerance, equality and respect for others. In particular:

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.



Students with Special Needs

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

8. Right of Withdrawal of Students from Sex and Relationship Education

Some of the children placed at Clovelly House School are 'Looked After children' placed by Social Services. When a child is admitted to the school, the child's social worker or parent/carer is requested to complete an application form and a permission slip allowing the school to offer sex and relationship education.

However, some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex and relationship education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative arrangements in such cases. Parents are encouraged to discuss their decisions with staff at the earliest opportunity. Parents are welcome to review any SRE resources the school uses.

9. Confidentiality, Controversial and Sensitive Issues

Education staff members in Clovelly House School cannot offer unconditional confidentiality. Staff members are required to pass on information about sensitive discussions and any disclosure to the school and organisational safeguarding officers and the child's social workers, the Lead teacher and the child's therapist and home manager. This is because the ethos of the organisation is to work with the child in an integrated way and to communicate and pass on relevant information to all those who are working with the child.

In a case where a teacher learns from an under 16- year old that they are having or contemplating sexual intercourse:

- the young person will be persuaded, wherever possible, to talk to parent/carer and, if necessary, to seek medical advice.
- child protection issues will be considered, and referred, if necessary, to the teacher responsible for Child Protection under the school's procedures.
- the young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

In any case where child protection procedures are to be followed, the education staff members will ensure that the young person understands that information will be passed on to the relevant safeguarding persons.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.

All reports and documentation containing personal information about any young person will be kept strictly according to protocols and procedures as laid out in the school and organisational 'Confidentiality' policies.

10. Monitoring and Evaluation of Sex and Relationship Education



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It is the responsibility of the Principal to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHE programme will be treated as a subject department in this exercise, under which all departments undertake yearly self-evaluation and a twice-yearly monitoring and evaluation exercise led by the School Managers.

The Education Managers are responsible for overseeing, reviewing and organising the revision of the Sex and Relationship Education Policy

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's sex and relationship education policy, and on support and staff development, training and delivery.

See also: Confidentiality Policy

Curriculum Policies

Safeguarding Policies

eSafety Policies

SRE Policy Guidance – Leicester County Council

www.sexeducationforum.org.uk

Principal signature.....

Lead teacher signature.....

Home Manager signature.....

Date