

Redbridge High School

Policy for Sex and Relationship Education

Every infant, child, teenager and adult who has an intellectual disability, like anyone else, is a sexual being. For all of us, sexuality is the integration of feelings, needs and desires into a unique personality that expresses maleness or femaleness. Sex can simply mean gender, but can also mean the physical act of sexual intercourse. Sexuality on the other hand refers to the whole person – thoughts, feelings, attitudes and behaviour towards yourself and others. Learning how, when and where and with whom to interact and express sexuality as a male or female is important to well being and to how well an individual is welcomed and accepted into the community.

(Ludwiger and Hingsburger 1993)

Maksym 1996.

At Redbridge High School we believe a structured sex and relationship education policy, greatly enhances the students ability to lead their lives more competently and with fulfilment. The sex and relationship education programme has been planned to meet students differing needs and abilities and to help them develop awareness of their bodies and emotions approaching the choices and decisions they have to make with self esteem, confidence and consideration for others. We acknowledge that the home/school partnership is essential to provide a consistent approach to sex and relationship education and we aim to work together with parents to meet individual pupils' needs.

Aims and Objectives

- To provide knowledge and information to which all students are entitled.
- To clarify knowledge students have already acquired.
- To raise students self-esteem and confidence, especially in relationships with others.
- To develop skills (language – decision making, choice, interpersonal skills, assertiveness-----) which are necessary in a range of situations.
- To provide knowledge of loving relationships.
- To give practice of strategies which reduce the risk of exploitation, misunderstanding and abuse.
- To support access to information and facilities.

- To help the students understand their sexual feelings and behaviour, so that they can lead fulfilling and enjoyable lives.

Organisation of School Sex and Relationship Education

Sex and relationship education forms part of the PSHE curriculum. Class teachers and staff are supported by the PSHE co-ordinator and learning mentor in the delivery of the programme. Sex and relationship education may be taught in a whole class situation or alternatively within discreet groups of students – whichever is the most appropriate. The learning mentor may work with groups or individuals on particular elements of the programme.

Methods for Teaching Sex Education

Effective sex education depends as much on the methods used to teach it as the content. Whatever the students' abilities, it is not just information they need, but also the opportunities to develop and practice their skills, to observe how others behave, and to become aware of their own responses and behaviour in an interactive situation. They need the opportunity to develop their own values and attitudes.

Resources

Resources will be chosen by the PSHE co-ordinator who is responsible for research, and dissemination of good practice, in consultation with teachers, parents/carers and governors. The learning mentor may also select suitable resources. Advice will be taken from appropriate bodies and parents/carers views naturally taken into consideration. To avoid confusing students, some explicit material will be needed eg. Videos, slides illustrative material and anatomically correct diagrams and models. The Head Teacher and governors will take particular care to ensure that the teaching materials used will be of a very high quality and that they and the aspects of the topics covered will be appropriate to the needs and ages and abilities of the pupils at Redbridge, within the context of moral considerations and the value of family life and loving relationships.

Equal Opportunities

In support of the equal opportunities policy in Redbridge, all pupils regardless of age, ability, sex or race will have the same opportunities to benefit from the sex and relationship education resources and teaching methods.

The Social, Ethnic and Religious Issues

Redbridge aims to fulfil the educational needs of as wide a group of children as possible as are represented in the local community and represent differing social, ethnic and religious values, beliefs and customs.

Parental Right of Withdrawal

Parents have the right to withdraw pupils from all or part of sex education that does not form part of the National Curriculum. However this right does not include students over compulsory school age. On contacting the Head Teacher parents will be informed about which aspects of sex education it is possible to withdraw pupils from. Requests for a pupil to be withdrawn can be made in a verbal or written form, but the school will record a verbal request in writing. Students that have been withdrawn will not have other elements of their education disrupted or be caused any embarrassment. If you have any concerns over this sex education policy please come into school to discuss these concerns with the Head Teacher.

Confidentiality

Where the well-being and protection of a student is concerned, there can be no concept of complete confidentiality. Teachers will listen sympathetically to anything student tells them in confidence. However if the Head teacher feels that a young person is at risk, then the appropriate people will be contacted in accordance with the Child Protection Procedures (below) a copy of which is available for parents in school.

Child Sex Abuse Procedures

The Child Protection Procedures as laid down by the Local Education Authority will be followed. All referrals, whatever their origin, must be taken seriously and must be considered with an open mind. Any such situation should not be pre-judged. The procedures adopted within the Liverpool area for handling cases of neglect, physical, emotional, sexual abuse, and failure to thrive involving children and young persons, are based on the principle of the child or young person are of paramount importance.

Working with Parents

The policy will be available in school for all parents to inspect and details of the policy will be included in the school prospectus so that parents of potential pupils are fully aware of the schools position in this matter. The policy will be presented to new parents, and to all staff, and a copy made available to them.

External visitors or agencies

Students may be offered the opportunity to hear visiting speakers who are invited into school to help support the delivery of the sex and relationship curriculum. Students may also occasionally have the opportunity to attend productions from visiting groups focussing on related issues e.g. relationships.

Guidelines for the use of external visitors are found within the PSHE policy.

Content of Sex Education Curriculum

The content of the sex education programme is as illustrated in the P.S.H.E. scheme of work. This inter relates well with the school Science and Religious Education schemes of work

Date: November 2008

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High School