



CHERRY GARDEN SCHOOL

Sex & Relationships Policy

STATUS:

DRAFT

AGREED

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May 2020

Authors:

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Agreed

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SEX AND RELATIONSHIPS POLICY

INTRODUCTION

The 1993 Education Act requires sex education to be provided as part of the National Curriculum. Following the 1999 revised National Curriculum; there is the need for sex and relationship guidance to be delivered as part of the Personal, Social and Health Education framework at Cherry Garden School's Personal, Social and Health Education is an integral part of each child's development. We encourage children to develop gender identity, to develop positive relationships, to behave appropriately in a range of situations in school and within the wider community.

AIMS

Sex and relationship education will be broken down into stages of learning that closely match each individual's stage of development and level of understanding.

Learning for each individual will be continuous and linked across the whole curriculum.

To develop personal independence and self help skills.

To encourage positive behaviours between peers and adults and to promote positive relationships.

To encourage learners to find appropriate ways of expressing their feelings, needs and wants through a range of communication strategies.

Agreed March 2017

Learning should include areas such as gender, body parts, self-identity, feelings, emotions, friendships, relationships, health and appropriate behaviours.

Strategies for Delivery

Sex and relationship education should be part of personal and social development and should be an integral part of the daily timetable for all children. Sex and relationship education should link to each stage of learning, Early Learning Goals, Key Stage 1 and Key Stage 2. See attached appendices for more detail on what needs to be addressed in each level for each pupil.

Sex and relationship education will take place on a one to one basis, in small groups.

Support and advice from the school nurse, school doctor, EP, CAMHS can be accessed for class teachers and parents working with children on the onset of puberty.

Assessment, Recording and Reporting

Sex and relationship education should be planned for as part of personal and social development, on a half termly, weekly and daily basis.

Where appropriate some children will have behaviour management plans that will be monitored on a regular basis.

Progress within personal and social development will be recorded and reported as part of the Annual Review and Annual Reports.

As learners mature, certain issues may arise which will be addressed through on going discussion between classroom staff, parents and other outside agencies. This will then encourage appropriate learning strategies to be delivered to individuals.

Health and Safety Issues.

There is a Health and Safety Policy to cover areas in more detail. Also refer to
Intimate care policy
PSED policy
Behaviour policy

Learners are encouraged to be independent; therefore the whole school environment must be kept safe, with the appropriate levels of supervision.

Equal Opportunities.

"Special schools have a particularly sensitive role to play. Children with learning difficulties are entitled to the same opportunity as other children to benefit from sex education. They may need more help than others in coping with physical and emotional aspects of growing up, they may also need more help in learning about what sorts of behaviour are and are not acceptable, and in being warned and prepared against unacceptable behaviour in adults. Schools should bear in mind that some parents of children with special educational needs may find it difficult to come to terms with the idea that their child will some day become sexually active".
Taken from 1993 Education Act.

Parents

Parents are involved in discussions around sex and relationship education and personal and social development on an individual basis.

Parent support advisors have access to information and resources that will be used for learning and can provide 1:1 support and guidance for parents. They can also obtain support from class teacher and school nurse.

For parents of learners within Key Stage 2, there are discussions about age appropriateness, expectations of what information should be available for their children.

Religious and cultural beliefs are respected within the school.

Personal and social development is shared with parents through the home school-book.

There is an open door policy, where parents can come and join any sessions with their child.

Parents have access to any support and resources to extend their child's learning.

Teaching progression across Key Stages

Growing up, sex and relationships

'It is important to recognise that knowledge of sex and sexuality is a basic human right' – Contact a family

In Cherry Garden School we do not use the words 'no', 'what are you doing' 'hands out' etc. when a child is showing any signs of self stimulation, because this can cause confusion to a child that is just experiencing something that is part of everyone's natural development. Instead we use strategies where we will redirect the child as far as possible. This strategy will not always work for every individual and therefore we will teach the child to request to go to the school's private place (the toilets) when needed.

Early Years

'In the early years children should be given clear guidance about dignity and modesty and they need to have a suitable vocabulary to help them understand their bodies.' - David S Stewart

Concentrate on the body parts of the face, arms, legs hands and feet, neck and tummy.

Encourage children to share and give them the opportunity to get to know who else is in class and to make choices.

Use activities like:

Tac Pac, massage, songs like 'head shoulders', 'I've got two eyes', face paints, role play, puppets, books, computer programmes, photographs, mirrors, gender dolls, baby doll and bath

KS1

In this KS you want children to

- develop awareness of the people around them and of the wider community.
- have the opportunity to work and play with a variety of people
- develop safe work and play practices and
- take responsibility for themselves and their belongings

Continue with activities discussed in EY and when the child is ready to move on focus on activities that develop their listening skills, caring for themselves and their friends.

Begin to discuss feelings concentrating on feelings that the child might know already like being tired, sad, happy, hungry etc. and then add feelings like angry and need a break.

Let them name people like mummy, daddy, brother, sister and teacher.

They need to learn about who is male and female.

Make the children aware of unsafe situations and teach them how to ask for help.

Use activities like:

Use puppets showing the difference between a happy/sad face.

Use small word characters and dolls house to learn about families.

Use photographs of parents and siblings.

Use opportunities like good morning circles to expose them to the vocabulary of boy/ girl and man/ lady and use gender dolls, gender clothing

Use spoken, signing, objects of reference, photos and or symbols to support the different activities. Social stories.

Try and link activities to other subjects like PE, Science, RE as far as possible

KS2

Continue with activities discussed in EY and KS1 and when the child is ready to move on focus on activities that develop

- Their awareness of changes to the main parts of their bodies
- establish and develop independent personal care routines with an understanding of the need for privacy
- have an introductory awareness of changing emotions during puberty

In agreement with the parent, children will be prepared for the physical and emotional changes of puberty and learn about sexual behaviour. This will be targeted to specific children and a small boys/girls group will be led by the teacher/STA of that specific group of children. Parents can attend if they want.

They will be looking at the following body parts: breast, penis and vagina.

The girls will be looking at menstruation using a social story and will be learning about sanitary towels what they are, where to put it and why we using it etc.

Both genders will be looking at sexual feelings and masturbation. What public and private means in school and home. Where on my body is private? Where can I go to be private?

This will be taught through using books and DVDs with symbols and photos, 3D models of body parts and simple books about reproduction.

Both genders will be looking at hygiene and will demonstrate how to use a range of fun toiletries.