



Penn Hall School

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Headteacher: Mr A. J. Stoll

Sex and Relationships Education

2009-2010

Review Date: January 2010

Introduction

Penn Hall School is a Wolverhampton Local Authority Community Special School for pupils ages 3 to 18+ whose special educational needs fall predominantly within the category of physical disability. Some of our pupils have associated learning difficulties, others may have a sensory impairment or communication difficulties.

Development Process

The planned date for approval of this policy is January 2010. The policy will be reviewed annually.

Location and Dissemination

This policy was presented to Penn Hall School staff on 20th November 2006. A copy will be available on the school network under Staff Documents. A hard copy will be kept in the head teacher's office and in the staff room for viewing by dinner supervisors and supply staff.

Context of the Policy and Relationship to other Policies

References will be made in relation to other policies, Science, Behaviour, Drugs, Confidentiality and PSHE/CZ. Penn Hall recognises that a clear SRE policy will support the school in meeting the Every Child Matters outcomes of 'be healthy and stay safe.'

National Guidance

This policy takes full account of the school's legal obligations and the latest DfES Sex and Relationship Education Guidance 2000. *SRE 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.'*

Helpful Contacts

Sarah Hayes SRE Adviser for Wolverhampton, Jennie Lee Centre
Base 25 Janet Meredith Tel: 572040
Terrence Higgins Trust Jane Morrell Tel: 711818
Teenage Pregnancy Unit Mysia Wiszniewska Tel: 445330
Gazebo Theatre Tel: 313009
Breastfeeding Consultant Lorna Heartwell Tel: 444742

What is SRE?

Sex and relationships education is taught as part of the PSHE curriculum at Penn Hall School. Our approach to SRE goes beyond the provision of biological information; it focuses on attitudes and values, developing self-esteem and the skills to manage relationships.

Principles

As children grow up it is important that they have an understanding of their own bodies, instincts and feelings. A planned programme of SRE will include:

- Sex education being appropriately delivered for the age and maturity of the pupils
- A whole school approach that involves parents, carers, governors, health and school staff
- Staff who deliver SRE will receive relevant training and support, this includes whole school INSET and staff attendance at the three day SRE course. Four members of staff have received this training, including the school nurse.
- Children's views being listened to in an atmosphere of trust
- Questions and answers, linking in with set ground rules
- Adherence to the school's policy for confidentiality.

Aims

Pupils and students should:

- Increase their factual knowledge of the human body in order to feel comfortable with their own body and sexual nature
- Follow an appropriate programme, beginning with different relationships and self concept, leading onto knowledge of puberty and physical and emotional changes
- Develop the learning outcomes from National Curriculum Science, PSHE and Citizenship.

Progression and Continuity

SRE work that has been introduced in an earlier key stage is developed and expanded by re-visiting topics throughout the pupil's educational career. Work needs to be carefully matched to individual needs based on teacher assessment.

Support from Outside Agencies

The school nurse will play an important role in delivering the SRE programme. Penn Hall will work with agencies and speakers who are appropriate to our pupil/student needs. We will work in partnership with them and jointly plan their work within the school.

Good Practice in the Use of Visitors

School staff should involve the pupils and students when choosing appropriate visitors into school. They can do this by:

- Discussing the most appropriate visitor to support their work
- Planning and writing the invitations together
- Preparing questions

- Allowing time to follow up the learning outcomes from the visit.

Visitors should be briefed in advance of the visit so that they understand their involvement and they will need to know:

- The time available
- Number of pupils/students, their age and ability
- The equipment, facilities and accommodation available to them.

The contribution of the visitor is complementary to the teacher's therefore a visitor should not be left alone. If an issue is of a controversial nature should arise, school staff need to ensure that a balanced perspective is provided. Questions of a sensitive nature or any that are left unanswered need to be addressed at an appropriate time, with the pupils or students understanding that this will happen.

Confidentiality and Child Protection

There may be times when a child wishes to confide in a member of staff. Pupils and students need to be aware that school staff cannot guarantee absolute confidentiality. Please see Penn Hall School's Confidentiality Policy for further information. Penn Hall School's Child protection policy is read by every member of staff and outlines areas of responsibility and referral procedures should a child confide in a member of staff or a matter of concern arises.

The school nurse follows a separate code of practice linked with her professional regulations.

Classroom Management

SRE is delivered by staff that feel comfortable with the content of the lessons and can ensure, where possible, its successful implementation. The National Curriculum Science programme complements the SRE programme when the children are required to name body parts, and know about life processes, human reproduction and human life cycles.

Relationships are covered by the PSHE scheme of work and are delivered as part of a planned programme, which may include support from the SRE team.

In most instances the class groups will contain a mix of boys and girls. Where appropriate single sex groups can be taught separately.

Monitoring takes place through observation and evaluation of learning outcomes.

Ground Rules

These provide a common values framework and clear parameters as to what will be taught in a whole class setting and what will be dealt with on an individual basis. They can include:

- No personal questions
- The right to pass
- The correct names for body parts

Parent Partnership

Parents have the right to withdraw their child from sex and relationships education whereas the National Curriculum Science programmes of study are statutory. The parental right of withdrawal extends to all students including those over compulsory school age and can be exercised by either parent or legal guardian; no reason has to be given. A parent or guardian who wishes to exercise their right of withdrawal should contact the Headteacher. Children who are withdrawn from SRE sessions will join another class group of a similar age and ability where possible. Parents can view the materials used in school and discuss the content of the SRE programme with school staff. The school nurse can offer further support.

Equal Opportunities

All of the children are given the opportunity to take part in the SRE programme regardless of their gender, ethnicity or ability. Every effort is made to ensure that self-esteem and respect are fostered in staff, pupils and their families.

Dissemination of the Policy

The SRE policy will be presented to the school staff on 20th November 2006 and reviewed when necessary, and definitely by November 2008. A hard copy of the SRE policy document is kept in the Head Teacher's office and a copy is stored under 'Staff Documents' on the school network system. Parents can request a copy of the school policy, which will be provided free of charge.

Review

The Governors and Senior Management Team will review the SRE policy in the light of new initiatives from the government and amended accordingly; these are incorporated into the School Improvement Plan.

