



Brookfield School Sex and Relationships Education Policy

Brookfield School is a specialist provision administered by Lancashire County Council catering for the needs of 68 of secondary age (11-16 years). The school has four sites with the main building being situated in Poulton-le-Fylde, a small market town just outside Blackpool, Bispham, Preston and Out-Rawcliffe. Pupils attending the school are drawn from the whole of Lancashire and some from out of county. They are transported into school via school staff. All pupils at the school have an Education, Health and Care Plan for Social, Emotional and Mental Health (SEMH) which, at the time of referral, makes mainstream provision inappropriate for them.

This policy covers our whole school's approach to teaching SRE (Sex and Relationships Education) at Brookfield School. It was produced by Laura Butterworth, lead on CEMV, through consultation with subject teachers and SLT. The policy will be available to parents and carers through the school website and available as a paper copy upon request. This policy is available in large print, another language or can be read to parents or carers upon request.

This policy is to be read alongside the CEMV/PSHE Policy. At Brookfield School, SRE forms part of a wider programme of the personal, social, and emotional development of the individual.

Definition

SRE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. SRE involves a combination of sharing information, and exploring issues and values. SRE is not about the promotion of sexual activity.

Overall aims objectives and values

We at Brookfield are committed to meeting the personal, social and health education of all pupils to make sure that they reach their potential by ensuring they all develop resilience and the knowledge and skills necessary to make safe and informed decisions throughout their life at school and in their future. We believe that every member of staff is a teacher of CEMV and SRE as it is a subject taught across all subjects along with discrete lessons. In line with our Mission Statement, 'Overcoming barriers for a brighter future', we will meet the needs of

all pupils by providing a focused and positive response to their needs and so tailor our SRE curriculum to reflect the needs of the current cohort.

The school will ensure the best interests of the pupils will be maintained throughout their life at school. The school will encourage pupils to talk to their parents and carers about issues raised in lessons. We regard education as the foundation stone for each pupil's future. Individuals are valued for themselves and all are expected to give their best. We believe in equality and the equality of opportunity for all children. We also believe that all children should be accorded the basic rights of individuality, respect and dignity.

Sex and Relationships Education is a statutory entitlement for young people at key stages 3 and 4. At Brookfield School this means that a variety of topics will be covered at a time and depth that is deemed appropriate for the current cohort.

A balanced curriculum

While promoting the values above, we will develop an SRE curriculum where pupils are offered a balanced programme by ensuring relevant local data and information related to Sex and Relationships Education is used to inform planning and to address the identified needs of the whole school community e.g. teenage pregnancy and chlamydia rates, child sexual exploitation, domestic abuse, social deprivation, family life, career and life chances. We will also use pupil voice by questioning pupils on issues of relevance and interest to identify personal needs.

This may include a laying of foundations of understanding about growth and change, respect for one another and relationships; preparation and normalising experiences for the changes of puberty provides and a comprehensive body of knowledge and understanding about sexual health to manage fertility and avoid infection. The lessons will sensitively address issues of relationships and sexuality, puberty, conception, contraception, Young Peoples Services, pregnancy, general sexual health, Emergency Contraception, LGBTQ issues, STIs and Risky Behaviour.

A safe and supportive learning environment

We will create a safe and supportive learning environment by establishing clear ground rules where pupils are made aware of the confidentiality policy to ensure pupils feel safe to share and trust that staff will always act in their best interests. We will ensure that where pupils indicate that they may be vulnerable and/or at risk, they will get appropriate support by following the school policy on safeguarding. The school seeks to provide a safe, secure learning environment for SRE education that enables pupils to gain accurate knowledge, develop their own values and attitudes, and develop skills to grow into happy confident successful adults. The school seeks to ensure members of staff are role models for positive interpersonal relationships, both inside and outside of the SRE classroom.

Inclusion, Equality & Diversity

This policy is to be read alongside the Single Equalities Policy, SEN Policy and the Anti-Bullying and Prejudice Policy.

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude by ensuring that:

- 1) Pupils participate fully in their learning and increase their responsibility for their learning and behaviour as they move through the school.

- 2) Good working relationships with parents, carers, the community and outside agencies.
- 3) Offering a broad balanced and differentiated SRE curriculum that is accessible to all pupils. Teaching will take into account the ability, age, readiness, and cultural backgrounds of our pupils to ensure that all can fully access SRE education provision.

Aims and objectives of our SRE programme

Our programme aims to assist children and young people to prepare for adult life by supporting them through their physical, emotional and moral development, and helping them to understand themselves, respect others and form and sustain healthy relationships.

To ensure that a sensitive and balanced programme of sex and relationship education is available as appropriate to the age and stage of development of all the pupils.

To develop an awareness of the physical and emotional changes that occurs during the natural process of growing up.

To understand the sensitive nature of the physical changes in relation to themselves and others.

To help develop understanding of the nature of relationships and the need for appropriate responses.

To place sex and relationship education within a clear, moral framework which encourages a responsible lifestyle.

To encourage pupils to value self-respect and respect for others both physically and emotionally.

To identify the physical, emotional and moral risks of certain types of behaviour.

Intended outcomes

Pupils will be given opportunities to clarify their values and beliefs and rehearse and develop enquiry and interpersonal skills.

Pupils will develop a comprehensive, balanced and relevant body of information to inform their present and future risk assessment, decision-making and management.

Teaching and content

SRE will be taught as part of the planned CEMV curriculum.

The programme will be led and supported by Laura Butterworth, lead on CEMV. It will be taught by The Head of CEMV along with Hannah Speakman (PSHE qualified with specialism in SRE) at key stage 4.

Visitors may be invited to share their expertise or personal stories to enrich pupil's learning. However, the teacher will always manage this learning, ensuring that learning objectives and outcomes have been agreed in advance, and any input from visitors will be part of a planned, developmental programme rather than a substitute for it. Teachers will always be present to manage the learning and behaviour.

Where possible, any new topic in SRE education will start by enabling pupils to share their prior knowledge. Research shows that attempts to scare young people into making a healthy choice rarely work and can seriously 'backfire' – it may inadvertently create excitement, curiosity or even status among pupils who accept the risk. This does not mean the true consequences of the lifestyle choice will not be made clear, but at Brookfield we believe balance is important. We also believe that it is important that pupils are reassured that, in reality, the majority of young people make positive, healthy lifestyle choices, and that by not taking part in 'risky behaviour' they are not the odd one out. Regular connections between

the learning in the classroom and their current and future 'real life' experiences are to be made when are where possible.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.

Withdrawal from SRE

Parents have the right to withdraw their children from the non-statutory/non-science components of SRE.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from SRE.

Supporting documents and guidance;

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/283599/sex_and_relationship_education_guidance.pdf

Date ratified by Governors- July 1st

Date of review-July 2020