



Lighthouse
School **Leeds**
Inspiring Bright Futures

Sex & Relationship Education Policy

Date of Policy Drafted: October 2018

Date of Amendment Review: October 2019 (and full review due October 2021)

Member of staff reviewing policy: Assistant Principal (PDBW & Post 16)

Approved by Governing Body: November 2018

School Statement

Lighthouse School Leeds is a school for young people aged 11 to 19 with an Autistic Spectrum Condition (ASC) or related communication disorder.

We are committed to inspiring and enabling our students, delivering meaningful skills for life in a holistic, nurturing, and stimulating learning environment. This is achieved through exceptional teaching, unwavering support, outstanding work experience, and positive interactions and role models. We repeatedly instil good behaviours in order to encourage resilience, independence, confidence, and wellbeing in all of our students.

Our core beliefs of ambition, versatility, compassion, innovation, happiness, devotion, optimism and respect underpin all that we do and are the foundation of our provision for SRE for our students.

Lighthouse School Leeds takes its responsibility to provide relevant, effective and responsible SRE to all of its students as part of the school's personal, social, health education (PSHE) curriculum and Wellbeing provision very seriously. The school wants parents/carers and students to feel assured that SRE will be delivered at a level appropriate to both the age and development of students, and safe to voice opinions and concerns relating to the SRE provision. We are keen to promote active teaching of areas of SRE and are aware that personal and sexual relationships can bring happiness, fulfilment, companionship and a greater sense of independence.

1. Context

Lighthouse School are committed to meeting the personal aspirations of our students and their families. Our aim is to help students to develop meaningful skills for life in a safe and caring environment where they will get the most out of learning and grow in confidence.

High quality SRE helps create a safe school community in which our students can grow, learn, and develop positive, healthy behaviours for life. It is essential for the following reasons:

- Young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships.
- SRE plays a vital part in meeting the schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables students to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their children's emotional wellbeing and improving their ability to achieve in school

and under the Education Act (1996) to prepare young people for the challenges, opportunities and responsibilities of adult life. A comprehensive SRE programme can have a positive impact on students' health and wellbeing and their ability to achieve and can play a crucial part in meeting these obligations.

- The Department of Health sets out its ambition for all young people to receive high quality sex and relationships education in the Sexual Health Improvement Framework (2013), while the Department for Education's paper, *The Importance of Teaching* (2010) highlighted that 'Young people need high quality sex and relationships education, so they can make wise and informed choices'.

National Curriculum

SRE plays an important part in fulfilling the statutory duties the school has to meet. As section 2.1 of the National Curriculum framework (DfE, 2013) states schools:

Must offer a curriculum which is balanced and broadly based and which:

- *promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society*
- *prepares students at the school for the opportunities, responsibilities and experiences of later life*

These duties are set out in the 2002 Education Act and the 2010 Academies Act. Whole school (Section 5) Ofsted inspections consider the extent to which a school provides such a curriculum. The government has made it clear that 'SRE is an important part of PSHE education' (Guidance – PSHE education, DfE, 2013).

2. Development process

We are committed to the ongoing development of SRE in our school. We will use the following indicators to monitor and evaluate our progress:

- A coordinated and consistent approach to curriculum delivery has been adopted.
- The content of the SRE curriculum is flexible and responsive to students' differing needs which are gathered at least annually through the use of student voice gathered from areas such as EHC meetings, student questionnaires, progress reviews and form teacher monitoring.
- Students are receiving an entitlement curriculum for SRE in line with national and local guidance.
- There are clearly identified learning objectives for all SRE activities and students' learning is assessed using both formative and summative approaches and recorded on our online assessment system (Classroom Monitor).
- Opportunities for cross-curricular approaches are being used allow for appropriate topic coverage in small groups.

- The impact of training for staff on practice is evaluated regularly.
- Policy and practice is revised regularly and involves staff, governors and, where appropriate, students.
- Opportunities are provided for parents, carers and members of our community to consider the purpose and nature of our SRE, for example, through parent/carer information sessions, parent hub and specific key worker meetings.

This policy was drafted by the Assistant Principal (Student Wellbeing) in consultation with the Executive Leadership Team. Parents/carers were consulted through a designated parent hub session, teaching and non-teaching staff were consulted through a full staff discussion meeting, and students were consulted through a Student focus group and trial teaching sessions. Governors were consulted through the teaching and learning committee. This policy has been approved and adopted by the Principal and governing body. The member of staff responsible for overseeing and reviewing this policy is: Assistant Principal (PDBW). It will be reviewed briefly annually and in full every 3 years.

3. Location and dissemination

This policy document is freely available on request to the whole school community. The policy is referred to in the school prospectus as well as in relevant areas of the curriculum. A copy of the policy can be found on the school website. A physical copy of the policy is available from the school office.

4. Definition

- A) It is lifelong learning about physical, moral and emotional development. It 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. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.**

SRE Guidance DfEE 2000

- B) Sex and relationships education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and citizenship education (PSHCE).***

SRE for 21st Century – PSHE Association

- C) A comprehensive programme of SRE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.***

SRE for 21st Century – PSHE Association

At Lighthouse School the SRE curriculum will reflect individual students' need and consider the age of the child, the level of functioning and the potential heightened vulnerability of the Lighthouse School students. This will include:

- **Physical development** - *how our reproductive systems work, body parts, puberty and changes to physicality, gender.*
- **Emotional development** - *how to manage feelings, being able to express emotions, understanding emotions.*
- **Social aspects** - *positive and negative influences from friends, marriage, social communication, internet safety.*
- **Healthy relationships** - *how to recognise healthy and unhealthy relationships, relationship identification, safe adults and safe support.*

Our students have defined Sex and Relationship Education as:

- *Working on how we feel*
- *Knowing our own bodies*
- *Learning about our relationships with other people*
- *How we will grow up*
- *Learning about getting help*
- *Knowing how to be independent.*

Our parents have defined Sex and Relationship Education as;

Teaching that centres on promoting health relationships, personal safety and knowledge about their own bodies. It promotes understanding personal and social situations as well as protects individuals from risk.

5. Policy relationship to other policies

This policy links to the following policies:

- Safeguarding and Child Protection
- Teaching and Learning
- Positive Behaviour
- Anti-Bullying
- Confidentiality
- Online Safety
- First Aid
- Health & Safety

6. The wider context of SRE

The school's SRE programme will:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Develop skills for life that help in preparation to adulthood and promoting independence.
- Be delivered in collaboration with other subject areas; science, computing and PSHCE.
- Allow for coverage in different contexts and with different emphasis.
- Be an entitlement for all students, and be personalised and differentiated to their learning and language needs.
- Be set within the wider school context and support family commitment and love, respect and affection, knowledge and openness
- Recognise that family is a broad concept; not just one model, e.g. nuclear family
- Encourage students and teachers to share and respect each other's views with cultural awareness and sensitivity
- Ensure students are aware of different approaches to sexual orientation, without promotion of any particular family structure
- Recognise that parents/carers are the key people in teaching their child about relationships, sex and growing up
- Work in partnership with parents/carers and students, consulting them about the content of programmes
- Work in partnership with other health professionals and the wider community

SRE contributes to:

- A positive ethos and environment for learning
- Safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school
- A better understanding of diversity and inclusion, a reduction in gender-based and homophobic/biphobic/transphobic (HBT) prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships
- Helping students keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice
- Reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying

7. To whom the policy applies

The policy applies to:

- The Principal
- All school staff
- The governing body
- Students
- Parents/carers
- School nurse team and other health professionals
- Partner agencies working in or with the school
- Partnership working within the wider community of the student and-family.

8. Key responsibilities for SRE

i) All staff

All staff will:

- Ensure that they are up to date with school policy and curriculum requirements regarding SRE
- Attend and engage in professional development training around SRE provision, including individual and whole staff training/inset, where appropriate
- Attend staff meetings to be introduced to any new areas of work and review the effectiveness of the approaches used
- Report back to the Assistant Principal (PDBW) and Wellbeing Manager on any areas that they feel are not covered or inadequately provided for in the school's SRE provision
- Encourage students to communicate concerns regarding their social, personal and emotional development in confidence and listen to their needs and support them seriously
- Follow the school's reporting systems if a student comes to a member of staff with an issue that they feel they are not able to deal with alone
- Ensure that their personal beliefs and attitudes will not prevent them from providing balanced SRE in school
- Tailor and differentiate their lessons to suit all students in their class, across the whole range of abilities, communication and language understanding, faiths, beliefs and cultures.
- Ask for support in this from the schools Wellbeing Team, SEND Co-Ordinator, the schools Speech and Language provision and external agencies, should they need it.

ii) Lead member/s of staff

The lead member/s of staff is/are entitled to receive training in his/her role and responsibilities. This supports them to lead on the development of the school's policy and practice and to monitor its implementation. This practice includes the curriculum and approaches to teaching and learning, as well as whole school approaches to health and wellbeing.

Specific responsibilities	Role
Co-ordinating the SRE provision, ensuring a spiral curriculum	Wellbeing Manager and Wellbeing Team
Accessing and co-ordinating training and support for staff	Wellbeing Manager and ELT
Establishing and maintaining links with external agencies/other health professionals	Wellbeing Manager
Policy development and review, including consultation and dissemination	Wellbeing Manager and ELT

Implementation of the policy; monitoring and assessing its effectiveness in practice	Wellbeing Manager and ELT
Managing child protection/safe guarding issues	Designated Safeguarding Lead
Establishing and maintaining links with parents/carers	All Staff
Liaising with link schools to ensure a smooth transition	Wellbeing Manager, SENCO Wellbeing Team

The lead member/s of staff will:

- Develop the school policy and review it on a yearly basis
- Ensure all members of the governing body will be offered appropriate SRE training
- Ensure that all staff are given regular and ongoing training on issues relating to SRE and how to deliver lessons on such issues
- Ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to SRE
- Provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of SRE to students
- Ensure that SRE is age appropriate and needs-led across all year groups; this means ensuring that the curriculum develops as the students do and meets their needs
- Ensure that the knowledge and information regarding SRE to which all students are entitled is provided in a comprehensive way
- Support parent/carer involvement in the development of the SRE curriculum
- Ensure that their personal beliefs, values and attitudes will not prevent them from providing balanced SRE in school
- communicate freely with staff, parents/carers and the governing body to ensure that everyone is in understanding of the school policy and curriculum for SRE, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as is appropriate
- share the school's provision for SRE with parents/carers in order to ensure they can support this at home
- communicate to parents/carers any additional support that is available from the school to support them with SRE at home

iii) **Governors**

The governing body as a whole plays an active role in monitoring, developing and reviewing the policy and its implementation in school. There is a named link governor for Safeguarding and SRE who works closely with, and in support of, the lead member/s of staff. When aspects of SRE appear in the School Improvement Plan, this governor will be assigned to reflect on, monitor and review the work as appropriate.

iv) **Students**

All students:

- are expected to attend the statutory National Curriculum Science elements of the SRE curriculum
- will listen in lessons, be considerate of other people's feelings and beliefs, and comply with ground rules that are set in lessons
- will be made to feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to SRE or otherwise
- will be asked for feedback on the school's SRE provision as appropriate for the students to include opinions on provision and comments will be reviewed by the lead member/s of staff for SRE and taken into consideration when the curriculum is prepared for the following year's students

v) Parents/carers

The school will:

- keep parents/carers informed about all aspects of the SRE curriculum, including when it is going to be delivered
- gather parent/carers' view on the policy and take these into account when it is being reviewed
- Provide access to information being used and do everything to ensure that parents/carers are comfortable with the education provided in school through school website, letters home, email contact, parent meetings and shared resources.
- expect parents/carers to share the responsibility of SRE and support their child's personal, social and emotional development
- encourage parents/carers to create an open home environment where their child can engage, discuss and continue to learn about matters that have been raised through SRE
- provide support and encourage parents/carers to seek additional support in this from the school where they feel it is needed

The right to withdraw

Parents and carers have a legal right to withdraw their child from the non-statutory elements of SRE. Parents/carers cannot withdraw their child from the statutory content included in National Curriculum Science. Any parent/carer wishing to withdraw their child from SRE should firstly contact the form teacher/wellbeing tutor to discuss the reasons why.

SRE is a vital part of the school curriculum and supports child development and we strongly advise parents/carers to carefully consider their decision before withdrawing their child from this aspect of school life. However, it is acknowledged that the final decision on the issue is for the parent/carer to take and the child and family should not be stigmatised for the decision.

Parents/carers who do withdraw their child will be alerted to the possible consequences of doing so during the discussion between the school and the parents/carers. Possible consequences could include:

- If a student is withdrawn from the SRE sessions, they will no doubt hear about the content of sessions from other students and this may not be in a supportive, controlled or safe environment, like the classroom would be.
- They may also seek out their own information via the internet, which may result in them finding out incorrect information and possibly put them in an unsafe situation.
- Students may not feel comfortable or able to absorb the information as well in an alternative setting compared to learning in the classroom environment.

9. Staff Support & CPD

The school provides regular professional development training in how to deliver SRE.

CPD needs for staff (including non-teaching staff) are identified and met through the following ways:

- An audit of staff CPD needs will be completed each year or at appropriate times throughout the year
- Training and support organised by ELT who may choose to liaise with relevant service providers.
- Teaching and non-teaching staff involved in the delivery of SRE issues seen as potentially more sensitive will be offered appropriate training to encourage confidence in dealing with matters of confidentiality, child protection, sensitive issues, and with potentially difficult questions
- The Health and Wellbeing Service as a service level agreement with school will support in meeting staff CPD needs through relevant courses and network meetings.

10. Safeguarding and Child Protection

Lighthouse School is committed to safeguarding and promoting the welfare of all its students. We recognize the profile of our students can make them vulnerable in certain situations and that they will need support mechanisms around them to ensure their safety. This policy will be used in conjunction with the school Child Protection and Safeguarding Policy.

11. Confidentiality in the context of SRE lessons

The nature of SRE means that students may disclose personal information that staff will respond to appropriately. The classroom is never a confidential place to talk, and that remains true in SRE. Students will be reminded that lessons are not a place to discuss their personal experiences and issues, or to ask others to do so, through the establishment of ground rules. Any visitor to the classroom will be bound by the school's policy on confidentiality, regardless of whether they have, or their organisation has, a different policy. We will make sure visitors are aware of this, and make sure there are enough opportunities for students to access confidential support after the lesson if they need it.

Any information disclosed to a staff member or other responsible adult, which causes concern about the student’s safety, will be communicated to the designated person as soon as possible, in line with our safeguarding and child protection policy.

If a student tells a health professional, such as the school nurse, something personal on a one-to-one basis outside of the classroom, our school’s confidentiality policy will help us to decide whether that person can keep that information confidential, or whether they need to seek help, advice, or refer to someone else. We will also signpost students and their families, where appropriate, to on and offline community, health and counselling services so students know where to go for confidential help and advice.

Techniques used in school to minimise the chance of students making a disclosure in an SRE lesson include:

- depersonalising discussion
- using role play to ‘act out’ scenarios
- appropriate DVDs and TV extracts
- case studies with invented characters

12. Support

We hope that students will feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to SRE. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that students respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

Parent Hubs where appropriate will demonstrate SRE curriculum and resources so parents/carers feel an active part of the process. Parent evenings and parent meetings can be used to gain more detailed family information to support the teaching of SRE.

13. Complaints

Parents or carers who have complaints or concerns regarding the SRE provision should contact the school and follow the school’s complaints policy.

Appendices: Available on request from the school office

Appendix 1	Overall school aims for SRE
Appendix 2	Language
Appendix 3	Answering questions
Appendix 4	SRE Provision
Appendix 5	Local and national websites
Appendix 6	Local and national references