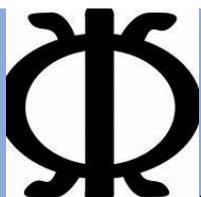


This is a part of a suite of policies – please read all in the suite



Arun Court School: Policy 8I

(Safety Policy Suite)

Arun Court School – Relationships & Sex Education – last updated September 2021

Ratified by main EMAT meeting:

Signature (+ date) Chair of EMAT: Mr Paul Phillips

Signature (+ date) Proprietor:Mrs Beverley-Sarah White

Signature (+ date) Principal of SchoolVicki Williams

Date of next review: August /September 2022 (Reviewed annually) by full EMAT

We recommend that you carefully read ALL policies but would particularly highlight these to be read in combination with this one:

- *Safeguarding & Child Protection Policy (3)*
- *Behaviour Policy (2)*
- *Bodycams Policy (3)*
- *Anti-bullying Policy (4A) The whole anti-discrimination suite (suite 4)*
- *Teaching, Learning and Assessment Policy (8A) Curriculum Policy (8B)*

Contextual Statement

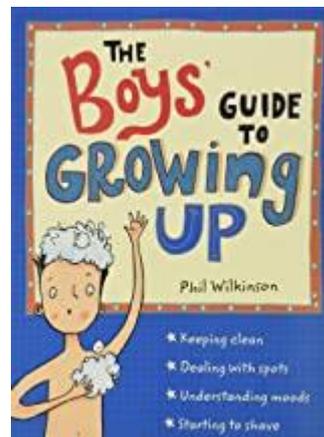
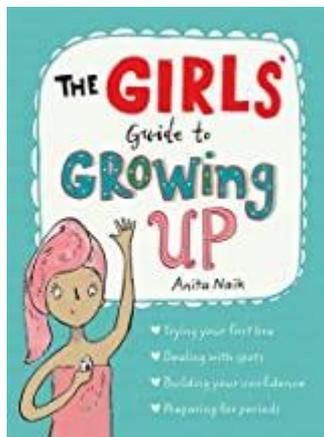
As a school that has been recognised by Surrey LEA as ‘providing for some of the county’s most vulnerable children many of whom have been difficult to place’ and recognised by Ofsted as ‘unique’ we are very aware of the importance of our context. Our students are vulnerable to those who would groom them or encourage risky behaviour. They are also very sensitive to some of the topics within R.E, PSHCE and citizenship. We are aware that we have young people who have experienced sexual abuse, seen drug mis-use and been affected by relatives with their own mental health needs, including addiction. Whilst this profile does not match our whole community it does represent on average 30% of intake (6 students per annum) As a school we therefore operate a bespoke and dynamic approach to dealing with these subjects.

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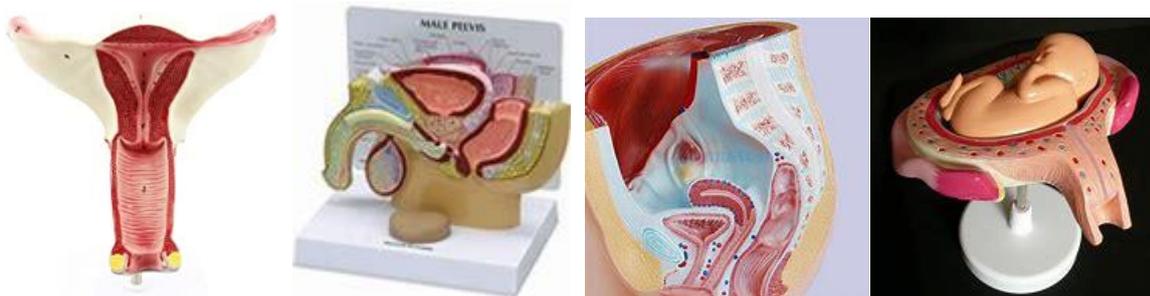
1. Teaching of Relationships and Sex Education

1.1 Every series of sessions starts with first looking at personal space, personal responsibility and notions around human friendships. This work is important as the biology needs to be set in a real human context as many of our students have issues around social anxiety and around trusting adults. This work is led by the well-being team under the direction of the Executive Head who has many years experience of delivering this level of work, and has provided specialist consultancy work for several years on ASD and sexual development understanding.

1.2 All students use or review simple guides around the biology of puberty and then move into the biology of sexual intercourse. This over-learning each year is important as, due to anxiety, it may be that concepts have not been fully understood. The books are available in the Reading Room all year round and are also available to parents. Issues such as masturbation are also discussed.



1.3 By year 10 students are exposed to models of human genitalia and will discuss contraception, including having the opportunity to apply a condom to a realistic scientific model. As a school we have invested heavily in the science and PSHCE departments and we are blessed with many hospital grade models which add a fantastic dimension to learning about the human body. Issues such as pornography, consent and sexual orientation are discussed in greater detail.



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1.4 In every year we discuss the difference between gender and sexual orientation. We discuss that intercourse can happen between people of the same gender. By year 10 we will discuss in more detail, in appropriate gay and lesbian issues and the biology of sexual encounters in this group.

2. Parent consent

2.1 In the UK parents have the right to remove students from these classes in which case an alternative educational activity will be given. We aim to discuss parent concerns however and alleviate fears.

2.2 Each bespoke series of lessons is shared with parents in advance – so they can see why we've included what we have and how it relates to their own young person.

3. Workshops for parents

3.1 We put on specific workshops or a series of workshops on aspects such as Sex and Relationships Education for home educating families and families of children with specific needs who are currently not in education, as well for our own parent body. We feel that this work is very important, as children with ASD for example can find understanding signals being given out by others very difficult to interpret. Children with some needs also find processing information in a class context confusing and need to have information re-explained or reiterated. Parents considering booking onto such courses are given a full programme summary so they are fully aware of what will be covered before making that decision to book. We are very proud that we are able to provide this service.

4. Student Voice

4.1 Students can request sessions on specific subjects and between lessons there are scheduled time slots for young people to discuss any issues that have arisen or questions they want to raise with their key worker. These follow up discussion slots are designed to be relaxed and informative. We will often support students by creating a 'tea and biscuits' style talk to help them open up about fears or concerns.

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5. Education around risky behaviours

We teach the three sciences to GCSE, and as part of this will teach substance abuse and sex education as laid out in the appropriate syllabus being followed. In older year groups we teach 4 drugs and substance abuse lessons each year which follow on from an initial workshop in each class (different for each age group) from the **Daniel Spargo Mabbs Foundation** <http://dsmfoundation.org.uk/>

We also teach sex and relationships education using the overarching scheme developed by Healthy Schools Swindon as a starting point. Parents can view the resources at: <https://www.swindonhealthyschools.org/sre-scheme-of-work/>

We often go beyond this starting point and based on the needs of the group and what they have asked to discuss, we put together a bespoke list of objectives for the group. These are shared with parents before relationships education begins, and parents have the legal right to withdraw their child if they choose to do so.

This work is in ADDITION to the comprehensive study within the PSHCE curriculum as we feel it is of such importance in our context, it needs separate designated time.

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|------------------------------------|----|----------------------------|---|
| Year 7: Healthy Choices | 7a | Personal Hygiene | <ul style="list-style-type: none"> ▪ Revisit puberty and the importance of personal hygiene |
| | 7b | Making Healthy Choices | <ul style="list-style-type: none"> ▪ Relationships, personal hygiene etc and how these can effect out health (mental and physical) |
| | 7c | Decisions and Consequences | <ul style="list-style-type: none"> ▪ Explore how all decisions have consequences and how to make a connection between the two |
| Year 8: Differences | 8a | Self Image | <ul style="list-style-type: none"> ▪ How self image effects our lives and how peer pressure and media can influence how we see ourselves |
| | 8b | Relationships | <ul style="list-style-type: none"> ▪ Recognising and dealing with feelings, especially in relation to our friends, partners and family |

This is a part of a suite of polices – please read all in the suite

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|--|-----|-----------------------------|---|
| | 8c | Difference and Diversity | <ul style="list-style-type: none"> Covering choices around sexuality, contraction etc. Having respect for difference and recognising the consequences of our choices |
| Year 9: Personal Responsibility | 9a | Relationships | <ul style="list-style-type: none"> Recognising influences and assessing risk and consequences of situations |
| | 9b | Negotiation | <ul style="list-style-type: none"> Understanding consent and improve negotiation and assertiveness skills within relationships, including delaying first sex |
| | 9c | Contraception | <ul style="list-style-type: none"> More in-depth information around contraception including information on pregnancy and STI's inc HIV |
| Year 10: Making Healthy Choices | 10a | Self Image | <ul style="list-style-type: none"> Exploring self image, perceptions, gender differences and stereotypes |
| | 10b | Responsibilities | <ul style="list-style-type: none"> Explore what responsibilities people have for themselves and in relationships and the consequences of these |
| | 10c | Contraception | <ul style="list-style-type: none"> Revisit safe sex principles, negotiating first sex and where to go for help and advice |
| Year 11: Understanding Consequences | 11a | Rights and Responsibilities | <ul style="list-style-type: none"> Of sexual relationships, parenthood and as adults |
| | 11b | Consequences | <ul style="list-style-type: none"> Consequences of decisions and their effect on future aspirations |
| | 11c | Contraception | <ul style="list-style-type: none"> Revisit safe sex and access to services. Explore possible risky situations and management of these (ie holidays, college etc) |

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| Year 12: Personal Development | 12a | Assertiveness | <ul style="list-style-type: none"> Assertiveness skills, including how to negotiate and give informed consent in sexual relationships |
| | 12b | Self Worth | <ul style="list-style-type: none"> How to recognise and build self worth and the effect this has on future prospects |
| | 12c | Sperms and germs | <ul style="list-style-type: none"> Revisit safe sex and access to services |
| Year 13: Your Future | 13a | Relationships | <ul style="list-style-type: none"> Skills necessary for healthy relationships |
| | 13b | Your Future | <ul style="list-style-type: none"> Future aspirations and how decisions and consequences can effect these (including poor fertility, poverty/drug use leading to poor sexual health etc) |
| | 13c | Sex and the Law | <ul style="list-style-type: none"> Understanding of the laws surrounding sex, and revisit sperms and germs |

Monitoring of this policy

This policy is a legal requirement and EMAT as well as the proprietor are tasked with ensuring that a comprehensive and appropriate curriculum of SRE is delivered within the school. This monitoring includes attending lessons and workshops if deemed appropriate to do so, gathering parental and student views and looking at curriculum work samples.