



Policy for Sex and Relationships

Responsibility: Nic Carter / Julia Taylor

Reviewed: 29 January 2015

Next Review: Review date to be arrange and agreed by governors



1 Preamble

Woodlands School is a Shropshire Local Authority (LA) Special School catering for pupils aged eleven to sixteen who have a 'Statement of Special Educational Needs' (SEN), specifically Social, Emotional and Behavioural Difficulties (SEBD). Previously known as Trench Hall School, the new school was purpose built and opened November 2003. Based in Tilley Green, Wem, in it's own grounds and surrounded by countryside, it can accommodate up to forty boys and girls on a non-residential basis.

Children are admitted from year seven, up to a maximum of eight in each year group. Each group is usually taught by one teacher and one special support assistant. The high staff to pupil ratio within classrooms is recognition that pupils coming to Woodlands School have a range of learning, emotional and behavioural difficulties which require a significantly higher level of support.

Pupils follow the national curriculum, with enhanced opportunities to access more the active learning involved in subjects such as Design and Technology, Food Technology and Physical Education. They also have daily contact during period 1 with their tutor and dedicated Special Support Assistant, and tutorials, along with Science, are the main vehicle for the delivery of sex and relationships education (SRE).

Pupils take a range of examinations in key stage four, primarily in year 10, and can take advantage of an increasingly varied range of vocational opportunities within our alternative curriculum for year 11 pupils, meaning that their time can be split between school, college and regular weekly work experience, leading to as broad a base as possible in terms of qualifications and experiences.

Woodland's ethos is built upon fostering a mutual respect for all individuals involved with the school community and recognition of the positive contribution that all can make to the continued development of a safe and positive learning environment. With this in mind, the school feels best able to satisfactorily meet the needs of pupils admitted at the earliest possible stage of their secondary education, giving us more time to build in our pupils trust, confidence, self esteem and respect for their school, for others, and for themselves as both young citizens and as learners. For this reason we admit far more pupils in key stage three than in key stage four.

Places at Woodlands are offered on a permanent basis, although as statements are reviewed annually it sometimes becomes necessary to re-consider placement for pupils who have made significant progress since their last review. At times, this means that pupils, in consultation with parents/carers, are involved in discussion regarding a planned and phased move back to an appropriate mainstream school. To support this process, an assessment place is reserved for Woodlands pupils at Thomas Adams School in Wem, and can, with agreement from all parties concerned, and subject to places being available, lead to a managed move to a mainstream school near to the home address of the pupil concerned.



2 Audience

A) Parents/carers of prospective pupils

B) Shropshire LA Children's Service: Senior Adviser Special Education, Inclusion and Behaviour Support Manager, SEN Inter-agency Officer, Curriculum adviser for SRE/PSHE

C) Governing body: Chair of Governors

D) Education Welfare Service: Senior Education Officer Shrewsbury South and North Shropshire

E) Children and families division: Head of Children and families

F) Children's Services: District Managers Shrewsbury, North Shropshire and Oswestry, South Shropshire and Bridgnorth MATs

3 Aims

The school recognises that young people have the right to know about how their bodies work and to develop knowledge and understanding in terms of their rights and responsibilities in relationships and towards others and to learn how to manage risk in relation to this.

To:

- present factual and scientific information in an objective, balanced and sensitive manner and equip pupils with knowledge pertaining to the law on sexual behaviour;
- provide a clear framework of values to encourage pupils to develop morally in terms of relationships, to value family life and to enable the acquisition of knowledge, attitudes and skills allowing pupils to manage relationships in a responsible and healthy manner;
- enable pupils to understand that safe and caring environments are essential for the development of positive relationships and self-image, and that individuals are responsible for their own bodies;
- allow pupil to identify risk and make informed choices with regard to their sexuality, relationships and activity;
- Enable the school to promote key aspects of Spiritual, Moral Social and Cultural learning and of Every Child Matters outcomes, notably 'be healthy' and 'stay safe'.



4 Objectives

Key Stage 3, pupils will:

- recognise the importance of choice in managing relationships so that they do not present risks to themselves or others;
- develop an understanding of the physical, social and emotional changes which take place at puberty;
- know the basic biology of human reproduction;
- understand issues surrounding rights and choice in relationships and regarding sexual activity and parenthood;
- understand about the transmission, through sex and otherwise, of organisms, including HIV and Chlamydia and of the role of contraception in reducing risk of transmission and of pregnancy ;
- be aware of the range of sexual attitudes and behaviours in present day society.

Key Stage 4, pupils will:

- understand British legislation relating to sexual behaviour;
- consider the relative merits and implications of the different methods of family planning;
- be aware of the availability of statutory and voluntary organisations which can offer support and advice;
- recognise sensitive and controversial issues which involve consideration of attitudes, morals and values;
- be aware that feeling positive about sexuality and sexual relationships is important in relationships;
- acknowledge that relationships are partnerships, with shared responsibilities;
- consider different types of relationships, (partnerships, marriage, separation and divorce) and the impact of bereavement and of relationship breakdown;



5 Vulnerable children

Pupils at Woodlands all have statements for SEN, and precisely for SEBD, and we have a high proportion of LAC children, at times over 10%. Many therefore have difficulties associated with learning, at home and in their personal lives, which make them particularly vulnerable and as such, particularly in need of SRE. It is vital that all the work of the school, including SRE, recognises this and targets where appropriate issues pertinent to the contexts within which our pupils exist whilst raising aspirations where possible. Whilst it is recognised that in mainstream schools SRE provision can be squeezed by other pressures on time, especially if delivered in tutor time, SRE will be taught by a specialist qualified teacher (Nationally certified in the teaching of PSHE and SRE) through the PSHE curriculum.

This also ensures that pupils are more likely to be in an environment that encourages them to feel safe to develop their own understanding and explore issues with staff who they know well, and are confident in. This is especially important in a school where many pupils have experienced difficulties relating to and trusting adults working with them.

SRE plays a vital role with our more vulnerable and almost entirely multiply deprived pupil cohort, and all staff in school, whether delivering the programme or not, have a vital role to play in providing role models to pupils who may at times not have access to appropriate modelling outside of school.

In accordance with 0116/2000 (3), the SRE programme has three main elements: attitudes and values, personal and social skills and knowledge and understanding, delivered within a framework that enables lifelong learning.

6 Roles and Responsibilities

A) Governors:

- have legal responsibility for overseeing school SRE policy and provision;
- liaise with the Head of Centre to facilitate the above responsibility;
- defer to the Head of Centre responsibility for the day to day operation of SRE provision;
- to appoint a 'responsible person', who specialises in SRE and becomes closely involved in the formulation, monitoring and review of school SRE policy and provision.

B) The Head of The Woodlands Centre:

- has overall responsibility for overseeing school SRA policy and provision;
- liaises with the Deputy Head and with Governors to ensure the effective operation of school policy and provision;
- manage the process below in section 9 regarding parental right to withdraw.

C) The Deputy Head of The Woodlands Centre

- has responsibility for managing SRE provision, policy and it's annual review;



- keep abreast of developments in terms of the law and local and national requirements, liaising with LA curriculum advisers when necessary;
- arrange for any necessary staff development through performance management and whole school development frameworks to raise competence and improve teaching and learning;
- liaise with Head of Centre and with PSD and Science Co-ordinators to ensure effective delivery of programmes and in the development of provision and policy;
Communicate with parents about SRE, and specifically in terms of the availability of the SRE policy and their right to withdraw (see section 9 below).

D) The subject leads for PSHE and Science have the responsibility to:

- co-ordinate the delivery and oversee the effectiveness of programmes within their own subject area or phase;
- develop materials and resources for SRE lessons
- provide end of unit assessments and monitor the delivery and levels of pupil understanding;
- Update schemes as and when necessary.

7 Delivery

	Yr	PSHE	SCIENCE
KS 3	7	<ul style="list-style-type: none"> • My body • Puberty and Hygiene • My family • High risk behaviour • relationships 	basic examination of: <ul style="list-style-type: none"> • structure of body, naming parts male & female, functions; • conception, pregnancy, birth, puberty, menstruation; • contraception, STDs; • effects of drugs, alcohol, smoking, poor diet on development
	8	<ul style="list-style-type: none"> • Emotions • Other families • Stereotypes • Parenting and responsibility 	
	9	<ul style="list-style-type: none"> • Health at risk • Myself and relationships • Friends • Family problems Peer pressure 	<ul style="list-style-type: none"> • Inherited characteristics, genetic and inherited diseases, cloning, selective breeding
KS 4	10/11	<ul style="list-style-type: none"> • Models of child sexual exploitation. Awareness and risk management • Negotiating the use of contraception • Staying safe in relationships • Getting help to stay healthy and safe 	More detailed examination of: <ul style="list-style-type: none"> • structure of body, naming parts male & female, functions; • conception, pregnancy, birth, puberty, menstruation; • contraception, STIs; effects of drugs, alcohol, smoking, poor diet on development, plus,



		<ul style="list-style-type: none"> • genetic modification and engineering, cloning, IVF, embryo transfer, evolution and natural selection
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The above curriculum will be delivered in a flexible way to meet the needs, interests and aptitudes of the cohort, as small numbers mean significant variation between groups and different years at any one time.

8 Partnerships

SRE at Woodlands is not restricted to formal curriculum delivery. Pupils and adults often foster close relationships which at times are the most functional in the life of a young person, making informal contact and advice, within safeguarding and professional boundaries crucial for some pupils. We arrange for professionals from partner agencies (School nurse and Shropshire Youth for example) to have regular contact with pupils and for signposting into services where necessary. Through this partnership we distribute condoms to pupils who request them in an agreed process (Condom Distribution Scheme) with the school nurse, (see 11 below, re confidentiality). The PSHE curriculum is enhanced from time to time by guest speakers, with Shropshire Youth providing a ‘below the belt’ process each year engaging year 9 and 10 boys in frank and open discussion relating to relationships, sexual health and what it means to be male given the pressures and misconceptions that exist for young people today.

9 Right to withdraw

The Deputy Head ensures parents are aware that they have the right to withdraw their child from aspects of the SRE programme. If a parent wishes to withdraw their child from aspects of the SRE programme then they must contact the Head of Centre stating reasons. They will then need to attend a meeting with the head or deputy to discuss their concerns. To be fully supportive of parents during this process, no SRE will be delivered to their child during this process unless the Head feels parents are being obstructive, for example in not agreeing to a meeting; in which case the Head will inform the parents of continued exposure to SRE in writing.

Parents do not have the right to withdraw their child from SRE elements of the Science national curriculum which relates for example to more factual issues such as reproduction.

10 Links to other policies/areas

Inclusion, Safeguarding, multi-agency working, PSD/Spiritual, Moral Social and Cultural aspects of learning, Science.

11 Confidentiality

School has publicises in information provided to parents and carers of pupils new to school it’s operation as a condom distribution centre, in which case judgements are made by the school nurse in line with the Fraser Guidelines regarding a child’s competence. We are also guided by Safeguarding practice, so for example cannot guarantee confidentiality to a pupil disclosing information of concern that we have a duty to share with other agencies.

