

LAKESIDE SCHOOL

SEX EDUCATION POLICY

1. Sex Education and the School Ethos

This policy has been developed in accordance with DfES guidelines July 2018, (Relationships Education, Relationships and Sex Education, and Health Education in England)

We believe that learning about their own sexual development, together with an awareness of their relationships with others, can greatly enhance the students' ability to lead their lives responsibly, competently and with fulfilment. We also expect other learning outcomes to be enhanced by the increased self-esteem and confidence, which a good sex education programme can bring about. Our School Development Plan makes a commitment to developing learning and relationships in the School through encouraging autonomy and the taking of responsibility. At Lakeside School, we value all staff and students as individual's worthy of dignity and respect.

2. The values of the Sex Education Programme

We believe that the basis of moral behaviour is that each of us feels valued for what we are, and of worth to others. Our students, with a variety of emotional behaviour and learning difficulties and from a range of backgrounds, need first to experience self-esteem and personal safeguarding awareness before they can form satisfying relationships with others. Our aim is to give our students the skills to conduct loving and caring relationships with dignity and assertiveness and to avoid being exploited.

3. Our aims for sex education

- To provide students with knowledge and information reflecting the values above.
- To clarify/reinforce knowledge students have already acquired;
- To raise students' self esteem and confidence, especially in their relationships with others;
- To help students to understand their sexual feelings and behaviour, so that they can lead safe, responsible, fulfilling and enjoyable lives;
- To develop skills (language, decision making, choice, assertiveness) which are necessary in a range of situations;
- To promote acceptable and appropriate behaviour in public and private situations;
- To give knowledge and practice to strategies which reduce the risk of exploitation, misunderstanding and abuse;
- To provide the confidence to be an active member of society;
- To support access to information and facilities.

4. The Organisation of Sex Education

It is now a legal requirement that students of secondary age, in whatever type of school, receive a programme of sex education. A basic programme of sex education and personal development will be part of every boy's entitlement.

The detailed programme will be drawn up in accordance with Children's Services Guidelines by the teacher designated as the PSHE co-ordinator, within the broad outline above.

It will be taught by class teachers, who may decide to work on a team teaching basis. No teacher will be expected to undertake specific sex education teaching without the support of colleagues in the school, and of attendance at training courses as necessary. However, we will not insist that a teacher who has strong reservations about sex education takes part in the programme.

We expect non teaching and residential staff, who have much experience of the students, to be involved in planning, taking part and evaluating classroom work, although the overall responsibility rests with the teaching staff.

Guidelines for all staff and adults working with students in the context of personal care and development

- Treat every student as an individual, with dignity and respect;
- Relate our language and behaviour to the chronological age of the student;
- Reinforce the 'private' but no 'secret' concept in all situations;
- Discourage older students from age inappropriate behaviour: for example, sitting on laps; hugging and kissing in greeting adults;
- In all situations, formal and informal, we are all expected to follow the language and approaches we have identified in this policy.

5. The Sex Education Programme

Teachers have a responsibility to ensure the safety and welfare of pupils and because teachers therefore act in loco parentis, parents may need to be reassured that the personal beliefs and attitudes of teachers will not influence the teaching of sex and relationship education within the PSHE framework.

We intend that all students shall experience a programme of sex education and personal development at a level, which is commensurate with their age, and physical development, with adaptations for those whose cognitive development is particularly slow. We are aware that such a programme can successfully follow the outline given below for almost all students.

- Who am I? What do I look like?
 - gender;
 - other characteristics (size, colouring, age).
- Body parts:
 - privacy;

- private body parts.
- Body changes at puberty
- Who do I know? How do I behave with them?

Staff will judge when older students are ready to move on to more specific work on sexuality and sexual relationships, including:

- Menstruation*;
- Masturbation and the related feelings;
- Sexual intimacy and relationships;
- Safer sex;
- Sexual preference;
- Pregnancy and birth*;
- Contraception*.

*The biological elements of sex education, including naming body parts, puberty and human development are part of the National Curriculum Science programme and are compulsory.

Contraceptive advice to students

Students will be taught, in the context of sexual intimacy and safer sex, that intercourse always involves using a condom. Questions about forms of contraception will be answered accurately and honestly within the student's ability to understand. If students need further personal advice about contraceptive use, counselling and support will be sought from appropriate agencies and personnel. Our principle is that decisions about contraceptive use should be made by the individual concerned, as far as this is possible.

HIV and AIDS

We aim to prepare our students for as much independence as possible. In this context, we expect students to learn that condom use is normal behaviour in any physical sexual encounter. A further stage would be to explain that infection might be passed on when a condom is not used. Students may ask questions about AIDS in any context: the aims of answers will be to answer honestly to the extent the student can understand; to reassure and alleviate any anxiety; and to counteract any prejudice expressed.

6. Teaching Methods for Sex Education

Staff will decide the most effective methods to use in the classroom. We know that learning about personal matters is increased if students work in a supportive group where they feel safe; and if active methods are used which encourage practice of relevant skills. We understand the need for constant repetition and reinforcement.

We support the use of correct words for body parts and functions; of visual material, which is clear and unmistakable; and of anatomically correct three-dimensional

models.

7. Pupils Experiences of Sexual abuse

We are aware that some of our students have experienced abuse. Although we have to treat this issue with a high degree of sensitivity, we do not accept that this is a reason for avoiding education about sex and personal matters. Indeed, it makes it more essential: such teaching may help students avoid some abusive situations.

Teachers are required to adhere to the school's policy on confidentiality between themselves and pupils, especially when they believe that a pupil has embarked on a course of conduct that would place him or her at moral or physical risk or in breach of the law. Teachers cannot offer or guarantee absolute confidentiality. It is only in the most exceptional circumstances that schools should be in the position of having to handle information without parental knowledge. Where younger pupils are involved, this will be grounds for serious concern and child protection issues will need to be addressed. The school's policy on confidentiality may encourage pupils to talk to their parents or carers. Pupils are informed of sources of confidential help, for example, the school nurse, counsellor, GP or local young person's advice service.

8. A partnership with parents

We place the utmost importance on sharing equal and joint responsibility with parents for their children's education and sexual matters. We will do our best to find out from them any religious or cultural views they may have which may affect the sex education they wish to be given to their children.

We are aware that some parents find it hard to cope with their children's sexual development, and are happy for the school to take the initiative.

Staff are willing to discuss with parents any matters about which they are concerned about. It is important that there is no conflict of information given to the students.

9. Parents' right to withdraw their children from sex education

By working with parents in these ways, our experience has shown that we have convinced them of the value of sex education for their children. We are optimistic that this situation will continue.

Parents have the right to withdraw their children from sex education, although not from those biological elements of human growth and reproduction that are necessary under National Curriculum Science. If a parent wishes to withdraw a child, they are asked to discuss it with the head teacher, to be clear about what the student will know if withdrawn. However, we would like to make it clear that if students who are withdrawn from sex education lessons by parents and then ask questions at other times, these questions will be answered honestly by staff.

10. Monitoring, Evaluation and Review

The Governing Body will review this policy every four years or sooner if necessary and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

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A summary for parents and for the School Prospectus

All young people, whatever their ability, develop physically and emotionally and need to be helped to understand their bodies and their feelings. Sex education helps our students' overall development, confidence and self-esteem.

The law now says that a compulsory programme of sex education including teaching about HIV, AIDS and other Sexually Transmitted Diseases must be provided for all pupils of secondary age (11+) whatever type of school they attend. This law also gives parents the right to withdraw their children from sex education at any age, except for those parts, which are covered in the National Curriculum Science syllabus.

The sex education programme we offer at Lakeside School has been carefully planned to take account of students' age, maturity and physical development. It will develop slowly throughout the time young people are in school, using well-proven methods, which allow time for repetition, improved understanding and reflection. It will be fully and constantly evaluated.

There will be a regular sessions set aside for sex education, areas covered will be:

- Private body parts; identification and correct names;
- Body changes, growing up, puberty;
- Privacy changes, growing up, puberty;
- Skills: choosing, decision making, assertiveness;
- Menstruation and masturbation: coping with changes;
- Friendship: same sex, opposite sex.

For older students age appropriate work will continue according to their needs and competencies:

- Sexual intimacy;
- Sexual relationships;
- Safer sex;
- Sexually transmitted diseases, including AIDS;
- Pregnancy, birth and contraception.

Who will teach it?

The programme will be co-ordinated by the teacher responsible for personal, social and health education and will be taught by class teachers, sometimes working together and with support staff and sessions led by experts from external agencies. Students will be taught in small groups according to their maturity and understanding.

We shall work closely with parents

1. We shall ask about the sex education you would like your child to receive and whether you have any religious views you would like us to respect.
2. At review meetings we shall discuss together any anxieties you may have about your child's growth and physical development.
3. If you do not want your child to learn part of the programme described above, please tell us, and help us to sort out what alternative arrangements are to be made for your child during these times.

You are welcome to contact the School at any time to discuss any of these matters with the Head Teacher.