



Sex and relationship education policy

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1. Aims

Glebe House offers a monitored environment that supports adolescent males who have displayed harmful sexual behaviors. Learners come to Glebe House through referral by Children Services or as directed by the Court. The aim is to assist learners to learn how to maintain socially and legally acceptable standards of behavior, so that they can resume independent living.

The aims of sex and relationship education (SRE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

Under section 3.6 of the National Curriculum, SRE is compulsory from year 7 onwards.

Secondary schools must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

2. Policy development

This Policy was devised in conjunction with care, clinical, transitions and education teams and ratified by Governors.

4. 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.

5. Delivery of SRE

Over the 2 years that learners are at Glebe House, 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/community life. At Glebe house SRE will be delivered by the 'community' in the following ways.

During the initial assessment all learners will undergo the Assessment of Sexual Knowledge Adolescent Male (ASKAM). This helps us to identify what sexual knowledge they have and what gaps they may have in their knowledge. Our learners have varying levels of education and age is not always an indicator of knowledge or skills. An individual learning plan is then developed and the different areas are covered by different teams in the community.

School		Clinical	Care	Transitions	Community Meetings
Science	PSHE/Life skills				
Reproduction	Relationships	Relationships	Relationships	Relationships	Relationships
Growth	Body Image	Gender Differences	Getting help	Getting help	Getting help
Body parts	Self- image	Personal safety	Sex and the law	Sex and the law	Sex and the law
Puberty	Puberty	Communication	Personal hygiene	Reproduction	Developing relationships
Gender differences	Difference and diversity	Growth	Developing relationships	Decisions and consequences	
Contraception	Rights and responsibilities	Developing relationships	Personal space	Negotiation	
STD's	Personal safety	Changes	Making healthy choices	Contraception	
	Communication	Changing relationships		STD's	
	Getting help	Getting help		Your future	
	Making healthy choices	Negotiation			
	Sex and the law	Responsibilities			
		Assertiveness			
		Self-worth			
		Sex and the law			

Learners will also receive stand-alone sex education sessions delivered by a trained health professional.

6. Roles and responsibilities

6.1 The trustees

The trustees will approve the SRE policy, and hold the head of school to account for its implementation.

6.2 The head of school

The head of school is responsible for ensuring that SRE is taught consistently across the community.

6.3 Staff

Staff in all parts of the Glebe House community are responsible for:

- Delivering SRE in a sensitive way
- Modelling positive attitudes to SRE
- Monitoring progress
- Responding to the needs of individual pupils

6.4 Pupils

Pupils are expected to engage fully in SRE and, when discussing issues related to SRE, treat others with respect and sensitivity.

7. Parents' right to withdraw

Due to the nature of our learner profile consent for SRE will be sought from parents, cooperate parents (Local Authorities etc....) during the admissions stage. SRE will effectively be compulsory for learners at Glebe House.

8. Training

Staff are trained on the delivery of SRE as part of their induction and it is included in our continuing professional development calendar.

The head of school will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching SRE.

9. Monitoring arrangements

The learners' development in school in SRE is monitored by the teachers as part of our internal assessment systems. The delivery of SRE is monitored by head of school through ITP reports and Keyworker achievement folders and learning walks.

This policy will be reviewed by head of school annually. At every review, the policy will be approved by the trustees.