



SEX AND RELATIONSHIP EDUCATION POLICY

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Sex & Relationship Education Policy

1. How is this Policy was developed

This policy takes full account of the School's legal obligations and the latest DfES guidance "Sex and Relationship Education Guidance" (DfES 0116/2000). This Policy was formally adopted by the Trustees/Directors of The Island Project and the maintenance of the policy is the responsibility of the Manager.

2. What is SRE?

The term *sex and relationships education* – SRE – is used in this policy rather than *sex education*. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships. The guidance suggests that SRE should have three main elements as follows:

- Knowledge and understanding
- Attitudes and values
- Personal and social skills
- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices based on an understanding of difference and with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.

The needs of young people and the role of School

The overall aims of the School are:

- To provide opportunities for all pupils to learn and to achieve.
- To promote pupil's spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

The DfES "Sex and Relationship Guidance" (2000) recommends that "Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives". The School has a key role, in partnership with parents/carers, in providing SRE.

Morals and Values Framework

Our approach to SRE will be conducted within a clear morals and values framework based on the following principles:

- The value of stable and loving relationships.
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views.
- The right not to be abused by other people or be taken advantage of.
- The right of people to follow their own sexuality, within legal parameters.

We also believe that pupils have an entitlement to:

- Age circumstances appropriate SRE.
- Access to help from trusted adults and helping services.

SRE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The Schools approach to SRE will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias. We shall endeavour to have an approach that is educational, rather than one based on propaganda.

All young people may have varying needs regarding SRE depending on their circumstances and background. The School strongly believes that all pupils should have access to SRE that is relevant to their particular needs.

Using appropriate methods, they will experience most of the basic content; self-awareness, gender awareness, body recognition, privacy. For some pupils the contents may be differentiated to need in the most simple terms, e.g. using Picture Exchange Communication Systems (PECS) for areas such as toilet training. Explicit teaching and use of pictures and visual aids is essential to avoid confusion for older pupils.

3. A Whole School Approach

A whole School approach will be adapted to SRE that actively involves the whole School community. All groups who make up the School community have rights and responsibilities regarding SRE, in particular:

- All staff are involved in the Schools SRE provision. Some SRE is taught through the PfA programme and some through sciences and other curriculum areas. All staff play an important pastoral role by offering support to pupils. Staff will be consulted about the Schools approach to SRE and aided in their work by provision of resources, background information, support and advice from experienced members of staff and access to appropriate training.
- Parents/carers have a legal right to view this policy and to have information about the Schools SRE provision. They also have a legal right to withdraw their children from dedicated sex education lessons if they wish. The School will seek and take account of parent/carer views and endeavour to adopt a partnership approach with parents/carers.
- Outside agencies and speakers may be involved in inputting to SRE lessons. The School will only work with agencies and speakers who are appropriate to pupil needs. We shall work in partnership with them and jointly plan their work within the School.

4. The Taught SRE Programme

The SRE programme is integrated into and is delivered as part of the Schools approach to PSHE and Citizenship.

Place in the Curriculum

The main SRE programme is integrated into and is delivered through individual lessons. In addition, certain biological aspects are delivered through science lessons as appropriate. Individual pupil plans may form part of the behavioural, sensory curriculum or PDLP's.

Content and Learning Objectives

The SRE programme is delivered in a developmental manner specific to the needs of the individual pupil so that issues are explored in greater depth as students mature and are differentiated for pupils who have specific communication needs.

5. Confidentiality and Informing Parents/Carers

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. We will take every opportunity to inform and involve parents and carers:

- By making our commitment clear in the School prospectus.
- By placing sex education on the agenda.
- By inviting parents to discuss sex and relationships education for their child.
- By discussing and agreeing a consistent approach for pupils to be used at home and School and supporting parents as necessary with resources differentiated to the pupil.