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1.0 INTRODUCTION

Implementation: It is the responsibility of line managers to ensure that staff members are aware of and understand this policy and any subsequent revisions.

Compliance: This policy complies with all relevant regulations and other legislation as detailed in the Compliance with Regulations & Legislation Statement.

2.0 DEFINITION

It is about the understanding and the importance of stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual activity or sexual orientation.

It has three main elements:

1. Attitudes and values
 - Learning the importance of values and individual conscience and moral considerations;
 - Learning the value of family life, marriage and stable and loving relationships for the nurture of children;
 - Learning the value of respect, love and care;
 - Exploring, considering and understanding moral dilemmas;
 - Developing critical thinking as part of decision making;

2. 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;
 - Learning how to recognise and avoid exploitation and abuse;

3. Knowledge and understanding
 - Learning and understanding physical development at appropriate stages;
 - Understanding human sexuality, reproduction, sexual health, emotions and relationships;
 - Learning about contraception and the range of local and national sexual health advice, contraception and support services;
 - Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; the avoidance of unplanned pregnancy;



3.0 RESPONSIBILITIES

Sex and relationship education is part of the personal, social, health and citizenship education curriculum at Hillingdon Manor School, as well as the National Science Curriculum.

Sex education is set within the broader base of developing good relationships and respecting the differences between people, and developing a healthy, safer lifestyle. Given the vulnerable nature of our students, there is a greater emphasis placed on helping them to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable. The subject matter is geared to the needs and abilities of each group.

Sensitive and controversial issues will be handled as set out in the policy for personal, social and health education and citizenship

4.0 GENERAL

How is sex and relationship education monitored and evaluated?

Lesson observations will look at planning, schemes of work and differentiation as well as the overall quality of the lesson as specified by OFSTED.

Working with parents

Parents are the key people in:

- teaching their children about sex and relationships;
- maintaining the culture and ethos of the family;
- helping their children cope with the emotional and physical aspects of growing up; and
- preparing them for the challenges and responsibilities that sexual maturity brings;

Parents need support in:

- helping their children learn the correct names of the body;
- talking with their children about feelings and relationships; and
- answering questions about growing up, having babies, feeling attraction, sexuality, sex, contraception, relationships and sexual health;

The school informs parents of the content of the sex education programmes and gives them the opportunity to feed back on its effectiveness.

Parents have the right to withdraw their children from all or part of the sex and relationship education provided at school except for those parts included in the statutory National Curriculum. In such cases the school will make alternative arrangements for the students concerned.

Working with the wider community

The delivery of sex and relationship education is not the sole responsibility of the school. Parents and members of the wider community have much to offer.

At present the school works effectively with the school based Speech and Language Therapists, Occupational Therapists and Clinical Psychologist.

Visitors will be made aware of the school's policy and asked to abide by it.



SEXUAL HEALTH & RELATIONSHIPS POLICY

POLICY FOLDER: OPTIONS AUTISM & LD – HILLINGDON MANOR SCHOOL

Monitoring and Evaluation

Both the policy and classroom delivery will be monitored and evaluated as part of the regular cycle of self-review.

Procedures will include:

- termly lesson observations by the Head teacher;
- Training on Child Protection and Safeguarding;
- Meetings with therapists and class team.

This may include an evaluation of understanding for the more able pupils.