



KISIMUL GROUP LTD

Education Policy and Procedure

Sex and Relationship Education Policy

Policy

This policy reflects the consensus of opinion of the whole teaching staff, all of whom are responsible for its implementation. It is supported by other policies and documents that extend across the residential setting, such as Equal Opportunities and Diversity Policies and the Individual Pupil Care Plan.

Kisimul Group provides residential care and education for children and young adults aged 8-19 years, who have severe learning difficulties and challenging behaviour, many of whom also have autistic spectrum disorders. This policy has been developed in line with the latest Department for Education guidance to meet the needs and entitlement of the pupils at Kisimul School.

All learners have equal access to a Sex and Relationships Education in line with their age and physical development, their cognitive development and their social and cultural background.

The school has developed appropriate strategies and methods to address the needs of its learners. These include the PECS (Picture Exchange Communication System), TEACCH (Treatment and Education of Autistic and Communication related Handicapped Children), Makaton signing and the use of Communicate in Print, all of which may be employed in the delivery of Sex and Relationships Education.

Aims and Objectives

The objective of Sex and Relationships Education (SRE) is 'to help and support young people through their physical, emotional and moral development' and should also 'teach young people to understand human sexuality and to respect themselves and others' (*DfEE Sex and Relationship Education Guidance 2000*).

Our pupils have the right to a differentiated curriculum and therefore for SRE the school will teach this subject to pupils according to their abilities and understanding. This will be decided on an individual basis and should reflect the needs and abilities of each individual. Teachers will make sure that all topics being covered are relevant and appropriate for each individual in their class according to their level of awareness and understanding of the subject.

SRE consists of three main elements: knowledge and understanding, attitudes and values, and personal and social skills.

Knowledge and Understanding

Every step is taken to provide each individual with an understanding of the following five topic areas within SRE: Our Bodies, Gender, Public/Private, Relationships and Staying Safe. Each of these broad topic areas are broken down into smaller units of teaching and learning, as follows:

Our Bodies

Within this topic area pupils will be taught about knowing their own body and having an awareness of others' bodies. Body parts will be explored including head and limbs as well as sexual body parts. This topic area will cover similarities and differences between the two sexes and body changes particularly around puberty.

Gender

Within this topic area pupils will be taught about understanding themselves and their own gender, having an awareness of others and the opposite gender. This will also include activities such as identifying the differences between the genders and gender specific activities or environments, such as changing rooms and toilets.

Public/Private

Within this topic area pupils will be taught again about body parts but within the context of what is public and what is private. Also, in this topic area the pupils are taught about creating privacy and requesting for privacy. The topic area also teaches the pupils about appropriate behaviours in sexual and relationship contexts, in private and public areas, and how to request private time (which is dealt with in pupils' Individual Pupil Care Plans). This will include appropriate and inappropriate touch.

Relationships

Within this topic area pupils will be taught about the roles involved in a relationship, types of relationships, appropriate behaviour within relationships, It is anticipated that the SRE policy will be delivered broadly according to an age-related progression, for example it may be appropriate to concentrate on learning about body parts in KS2 and KS3, gender issues in KS4 and public/private contexts and relationships in KS5. However, the aim of the policy is to allow teachers to plan the content of the SRE around pupils' individual needs, so it is anticipated that pupils will learn about sex and relationships according to their individual developmental levels.

Staying Safe

Within this topic pupils will increase their awareness of a variety of safe practices. Pupils will observe internet safety that will be complemented by school policies for best practice when accessing the internet. The Pupils will learn about strangers and about a range of interactions with unfamiliar people. Pupils will also where appropriate learn about sexual health and hygiene, linking into the other topic areas on relationships and our bodies.

Attitude and Values

The curriculum described in the above section will empower our pupils to experience activities and gain skills in forming relationships, valuing friendship and recognising the importance of loving, stable, lasting relationships, including marriage. Pupils will be encouraged to develop an understanding of the principles of respect, love and care.

Kisimul Group continues to understand the importance of the Every Child Matters outcomes of being healthy, staying safe, enjoying and achieving, achieving economic well-being, making a positive contribution, for all of its pupils. The school strives for excellence in the care and education of its pupils and this is reflected in the everyday caring attitude of the staff towards pupils and in the taught curriculum.

Personal and Social Skills

A strong emphasis is placed on developing social awareness both within the school environment and when in the community. All staff encourage pupils to take turns, to cooperate with others, to manage their own behaviour and emotions, to respect themselves and to develop empathy for others. This aspect of teaching is provided not only through SRE but also throughout the delivery of the 24 hour curriculum.

Pupils are taught and encouraged to make choices in all areas of their life and to ask for help and support. They are helped to become more aware of danger and how to protect themselves from harm. Our pupils are also taught through the SRE curriculum how to request for time related to SRE including time away in a private place to be alone.

Pupils learn about positive touch through access to therapies such as aromatherapy, HANDLE (Holistic Approach to Neurodevelopment and Learning Efficiency), TacPac (Tactile Approach to Communication) and Occupational Therapy (Sensory Integration).

Planning, Assessment and Reporting

In order to implement the SRE Scheme of Work, a variety of teaching and learning styles are adopted. Lessons are differentiated within the curriculum according to the needs of pupils.

The SRE curriculum is planned in the form of a long term plan entitled 'SRE Curriculum Map'. This shows which topics will be taught to pupils in a particular key stage. Teachers will then write a medium term plan which will detail learning opportunities for pupils to take part in and experience according to their general learning level. This differentiated planning will ensure that pupils are taking part in and learning skills in areas that are appropriate for their cognitive ability and level of development categorised according to three broad learning levels: P1i-P3ii, P4-P7 and P8 to NC Levels. Teachers will then refine the medium term plan into a weekly planned lesson using individualised learning objectives. All resources or materials used need to be appropriate to the pupils' level of understanding.

Teaching staff remain committed to the principles of Diversity and Equal Opportunities in the provision of SRE throughout the school.

The school is very conscious of parental wishes with regards to SRE and will consult with parents, take note of parental views, and discuss any requests for their child to be withdrawn from lessons.

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