

Sex and Relationship Education (SRE) Policy for a SEND (Special Educational Needs and Disabilities) school is essential to ensure that all students, regardless of their abilities or learning needs, receive appropriate, accessible, and inclusive education on relationships, sexuality, and personal development. This policy provides a framework for teaching students about healthy relationships, consent, respect, and personal safety, in a manner that considers their individual learning needs.

1. Introduction and Purpose

Purpose: The aim of the policy is to provide a clear framework for the delivery of sex and relationship education, ensuring that it is inclusive, accessible, and relevant to the needs of students with SEND.

Legislation and Guidance: The policy complies with the statutory guidance issued under the Children and Social Work Act 2017, as well as the requirements of the Equality Act 2010, the Education Act 1996, and the SEND Code of Practice 2015.

Scope: This policy applies to all students, regardless of their special educational needs, and covers topics such as relationships, personal safety, sexuality, consent, and reproductive health.

2. Aims and Objectives

Develop Healthy Relationships: Enable students to develop healthy and respectful relationships, understand boundaries, and learn how to communicate their feelings and needs effectively.

Understand Sexuality and Personal Identity: Help students understand their bodies, gender identity, and sexual orientation, fostering a sense of self-worth and respect for diversity.

Promote Personal Safety and Consent: Equip students with the skills to stay safe, understand consent, and know how to seek help if they feel uncomfortable or unsafe.

Teach at an Appropriate Level: Ensure that sex and relationship education is delivered at an appropriate level for each student, considering their developmental stage, communication needs, and cognitive abilities.

3. Curriculum Content

Relationships Education (Primary Focus): The curriculum will focus on:

Friendships and Family: The importance of friendships, family structures, and respectful relationships.

Emotional Wellbeing: How to express emotions, deal with feelings, and develop empathy for others.

Safe Relationships: Recognising appropriate and inappropriate touch, setting personal boundaries, and understanding consent.

Online Safety: The importance of staying safe online, recognizing the dangers of sharing personal information or inappropriate content.

Sex Education (Secondary Focus): Age-appropriate and developmentally suitable lessons on:

Puberty and Physical Development: Changes during puberty, including menstruation, bodily changes, and personal hygiene.

Reproductive Health: Basic understanding of human reproduction, pregnancy, and contraception (in secondary or older students).

Consent and Sexuality: Understanding consent in sexual relationships and learning about sexual orientation and gender identity in a way that respects diversity and inclusion.

SEND Adaptations: The curriculum will be adapted to meet the individual needs of students, using visual aids, role-play, social stories, and tailored resources to enhance understanding.

4. Tailored Approaches for SEND Students

Individualised Learning: Lessons will be adapted to match each student's learning style, communication method (e.g., Makaton, PECS), and cognitive ability.

Repetition and Reinforcement: Students may require more repetition of key concepts to ensure understanding, particularly in areas such as consent, body autonomy, and personal safety.

Social Stories: Social stories and other tools will be used to help students understand complex social situations, such as peer relationships, consent, and privacy.

Sensory Needs: Consideration will be given to students with sensory processing issues, ensuring that lessons are delivered in a way that is comfortable and accessible to them.

5. Inclusion and Equality

Respect for All Identities: The school will ensure that the SRE curriculum is inclusive of all sexual orientations, gender identities, and family structures, promoting diversity and respect for all individuals.

Cultural Sensitivity: Lessons will be delivered in a culturally sensitive way, taking into account the beliefs and values of families, while still providing essential information in accordance with statutory requirements.

Supporting Vulnerable Students: Students with additional vulnerabilities, such as those with communication difficulties or social-emotional needs, will receive extra support to ensure they can fully engage with the curriculum.

6. Parental Involvement

Parental Right to Withdraw: Parents have the right to withdraw their child from sex education (but not relationships education) up to three terms before the child turns 16. However, the school will encourage dialogue with parents to ensure they understand the benefits of a comprehensive SRE curriculum.

Parent Engagement: The school will engage with parents through meetings and workshops, sharing resources and information about the content of the SRE curriculum to ensure they are informed and can support their child's learning.

Collaboration with Parents of SEND Students: For students with SEND, the school will work closely with parents to ensure the SRE curriculum is tailored to their child's needs and delivered in a way that aligns with the student's Education, Health and Care Plan (EHCP).

7. Safeguarding and Child Protection

Identifying Safeguarding Concerns: Teachers and support staff are trained to recognize and report any safeguarding concerns that may arise during SRE lessons, particularly in cases where students disclose inappropriate experiences or demonstrate signs of abuse or exploitation.

Sensitive Issues: Sensitive topics, such as sexual abuse or exploitation, will be taught with care, ensuring students understand the importance of seeking help if they feel unsafe. SEND students will be given extra support to ensure they understand these concepts and can communicate effectively if they have concerns.

Confidentiality: While students are encouraged to share their thoughts and concerns, staff will ensure that students understand the limits of confidentiality, particularly when it comes to safeguarding issues.

8. Roles and Responsibilities

School Leadership: The school's leadership team is responsible for overseeing the development, implementation, and review of the SRE policy and curriculum, ensuring compliance with statutory guidance.

SENCO (Special Educational Needs Coordinator): The SENCO will work closely with teachers to ensure that the SRE curriculum is differentiated and accessible for SEND students.

Teachers: Teachers are responsible for delivering the SRE curriculum in a way that is sensitive to the needs of all students, particularly those with SEND. They will receive ongoing training and support to ensure they can effectively teach the content.

Governors: The governing body will monitor the delivery and effectiveness of the SRE policy and ensure it meets statutory requirements and reflects the school's values.

9. Monitoring and Review

Assessment: The school will assess students' understanding of key concepts and provide additional support where needed to ensure they have a good grasp of important topics like consent, personal safety, and relationships.

Policy Review: The SRE policy will be reviewed regularly, at least every two years, or sooner if there are changes to statutory guidance or in response to feedback from students, parents, or staff.

Student Feedback: The school will seek feedback from students to ensure that the SRE curriculum meets their needs and is relevant to their experiences.

10. Legal Framework

Statutory Requirements: This policy is aligned with the statutory guidance for Relationships Education, Relationships and Sex Education (RSE), and Health Education (2020) in England, which applies to both primary and secondary phases.

SEND Code of Practice: The policy also adheres to the SEND Code of Practice (2015), ensuring that students with SEND receive appropriate support to access the curriculum.

Equality Act 2010: The policy promotes equality and ensures that no student is discriminated against on the basis of their disability, gender identity, sexual orientation, race, religion, or any other protected characteristic.