

January 2023

Relationships and Sex Education Policy

This document relates to

Livability Education

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Livability Nash College

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1. General principles

1.1 Basis for this policy

Providing young people at Livability Nash College with the information and skills necessary to build positive relationships and make good choices, is a core component of their personal development.

This policy sets out how we will work to deliver an education programme in an age appropriate manner at our settings.

2. Introduction

Relationship and Sex Education (RSE) allows young people to make healthy relationships and avoid unhealthy relationships. Programmes will provide young people with information about how to obtain support and how to ensure they are safe in all situations.

Overview:

All students have the right to develop healthy personal relationships. Sexuality is part of every adult's life and students at Livability Nash College have a right to be treated as adults and to have their sexuality recognised and respected in accordance with any individual cultural and /or religious beliefs.

The Human Rights Act (1998) legally recognises that people who are able to consent to sex in accordance with UK domestic law have the right to have sex and sexual relationships.

The Act also makes explicit:

- Freedom of thought, conscience and religion
- Freedom of expression
- Freedom of assembly and association
- The right to have respect for private and family life
- The right to marry

Students at Nash College are supported to make informed choices and exercise their rights and responsibilities with regard to sexual health and personal relationships. Relationships and sex education at the College is focused on supporting students to understand and respect themselves, respect others and form and sustain healthy relationships.

As a specialist post-19 Further Education provider, Nash College recognises that young adults with an EHCP may be especially vulnerable to abuse and exploitation. All of our working practices are designed to maximise opportunities for our students: to learn how to be and keep safe; to communicate and be understood through whichever means of communication is most effective for them; to build healthy and enriching relationships; to maximise their potential and achieve ambitious goals within their local communities.

Clear, relevant and inclusive RSE is key to enhancing the self-worth and self-confidence of each individual and encouraging mutually respectful relationships and empathy for others.

Furthermore, RSE complements and underscores other key strands of Nash College's curriculum delivery, including e-safety, anti-bullying and equality and diversity. Informed consent is a mainstay of any healthy adult relationship and as such this policy should be read in conjunction with the Mental Capacity Act Policy and Procedure and the Deprivation of Liberty Policy and Procedure.

Aims of the programme:

RSE is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills, being supported to learn from experience and forming your own beliefs, values and attitudes. Not all of our students will be able to access all elements of our programme; however, RSE underpins our aim of keeping our young people safe and healthy.

Consequently, students will be introduced to a range of concepts and elements that are accessible to them. We will always strive to deliver this work in the most age appropriate manner. The Nash College RSE programme aims to:

1. To contribute to preparing our young adults for the world beyond college.
2. Promote opportunities for our young adults to form healthy relationships.
3. Provide our young adults with the information and skills which will contribute to keeping them safe at college and in the wider world.
4. Develop our young adults' ability to understand and express their emotions in appropriate ways.
5. Sign-post information that allows young adults to access support, advice and guidance around relationships and sex.

Sexuality is a term used to describe the aspects of a person that are associated with sexual thoughts, feelings and behaviours. It can be considered in terms of:

- physical expression
- self-image • emotional development
- social circumstances
- sensuality
- spirituality
- personal identity

Unfortunately, adults with learning difficulties/disabilities are often regarded within our society as non-sexual adults and denied this fundamental human right. All people have sexuality. For those with profound disabilities and complex needs it may not be possible to express their sexuality through sexual activity with others or even by themselves. This means that students should be:

- given the opportunity to develop and enjoy healthy relationships
- supported to express and understand themselves and their feelings
- supported to take informed risks
- supported to access the appropriate services and information to have safe relationships and sex should they choose to do so.

The College is committed to preparing its students for adulthood and to ensuring that students go on to live full lives as members of their communities. Feeling valued, understanding what makes a good relationship or friendship, knowing who to talk to (whether verbally and non-verbally, face to face or online) are all crucial to our students in achieving that aim.

The programme:

Sensory; Semi-Formal Curriculum	Formal Curriculum
My body / Biology and Anatomy	My body / Biology and Anatomy
<ul style="list-style-type: none"> • Choices and decision making skills I have around my body • Exploring different parts of my body through TAC PAC's, sensory stories and songs • Using visuals to support how my body is changing • Name and recognise different body parts 	<ul style="list-style-type: none"> • Exploring choices and decision making skills I have around my body • Name and recognise different body parts, including private parts • Explore similarities and differences between myself and others • Exploring the appropriateness of different things, we do with our bodies • Recognising the changes between babies, children and adults. • Understand the fundamental ideas behind consent • Knowing what belongs to me • Having a basic understanding of masturbation, menstruation and reproduction • Exploring how my body has changed since I was a baby
Emotions and choice making	Emotions and choice making
<ul style="list-style-type: none"> • How I use my technology to control key tasks and link me to developing healthy living routines in the home, community and at college • How I work with staff and how I can direct tasks • Exploring who the people around me are • Feeling safe with others • Participate in games with peers 	<ul style="list-style-type: none"> • Communicating what I can do to self-regulate my emotions • How I communicate my feelings with staff and how I engage and interact with others during health-related activities and events • Knowing the social and emotional environments that I like and dislike • Being able to express and communicate my feelings through my preferred communication method/style • Expressing my emotions through my preferred communication method/style • Telling others what makes me happy or sad

Relationships	Relationships
<ul style="list-style-type: none"> • How I use my technology to control key tasks and to link me to developing healthy living routines in the home and community • How I work with staff and how I can direct tasks • Exploring who the people around me are • Feeling safe with others • Participate in games with peers 	<ul style="list-style-type: none"> • How I work with staff and how I can direct tasks • Exploring who the people around me are • Feeling safe with others • Participating in games with peers • Exploring the difference between relationships with my family and relationships with my friends • Gaining an understanding of who I might talk to safely when I use the internet on a PC, laptop, tablet or mobile phone • Looking at positive and negative relationships (e.g. good friends or bullies)
Developing a positive self-image	Developing a positive self-image
<ul style="list-style-type: none"> • Being able to communicate my personal care needs through my preferred communication method/style • Expressing if I am comfortable or uncomfortable through my preferred communication 	<ul style="list-style-type: none"> • Being able to communicate when I need personal care through my preferred communication method/style • Expressing if I am comfortable or uncomfortable through my preferred communication method/style • Communicating with confidence in front of others
Sexual Health	Sexual Health
<ul style="list-style-type: none"> • Knowing different ways I can keep myself clean • Understand the importance of keeping my private parts clean • Knowing what clothing goes where on my body • Differentiating between male and female body parts. • Knowing the importance of general personal hygiene 	<ul style="list-style-type: none"> • Knowing different ways I can keep myself clean • Knowing what clothing goes where on my body • Recognising the changes between babies, children and adults. • Differentiating between male and female body parts

<ul style="list-style-type: none"> Knowing where I can find support, advice and guidance for any sexual health related queries 	
Myself and others	Myself and others
<ul style="list-style-type: none"> Differentiating between public and private places Using dolls to recognise gender Respecting other people’s opinions, viewpoints and beliefs. 	<ul style="list-style-type: none"> Differentiating between public and private places. Exploring different cultures and religions Respecting other people’s opinions, viewpoints and beliefs.

Partnership with parents and carers

We will always strive to work in partnership with our parents and carers in all areas of our curriculum and care. However, we place even more emphasis on working collaboratively when we are supporting our young people in the area of RSE.

As our students are adults, the right to withdraw students from RSE does not apply. However, we realise our parents and carers will want the best for their young person and we very much wish to hear their views and opinions on this part of our curriculum. Ultimately, the student’s rights are paramount in any educational situation. To support this, we will:

- Share the policy with parents and carers
- Ensure good communication with parents/carers, including making sure that parent/carer views are heard and treated with respect.
- Encourage parents / carers to share their comments and views on our delivery of RSE and treat these views with respect
- Ensure that parents/carers have access to support, training and resources that may support them in facilitating discussion about mental, physical or sexual wellbeing and relationships.
- Consult parents/carers when making decisions or implementing new or changed services around RSE.

Related policies / procedures

This policy should be read in conjunction to the following policies and procedures:

- Peer on Peer Abuse Policy
- Complaints and Concerns Policy and Procedure
- Safeguarding of Adults Procedures Policy
- Equality and Diversity Policy
- Online Safety Policy
- Positive Behaviour Support Policy
- Mental Capacity Act Policy and Procedure
- Deprivation of Liberty Policy and Procedure

Policy Ownership

Name	Version
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Relationships and Sex Education Policy	1.1
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Date published	Date for next review
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January 2023	January 2024
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Approved by	Signature	Date
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History	Date	Author	Reason
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v1.0	September 2022	Billy O'Keefe	Policy created
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v1.1	January 2023	Nick Mallett	Review & Update
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