

## Policy on Sexual Health and Relationships Education

### Rationale:

Sexuality is a natural and healthy part of being human. People are entitled to express their sexuality in different ways, showing respect for self and others. People with learning disabilities should be supported to make informed choices, and exercise their rights and responsibilities in regards to sexual health and personal relationships, which are an integral part of their lives.

*"The Scottish Executive attaches high priority to the provision of good quality sex education in all Scottish school, sensitively based on good practice. The Executive's policy is to encourage schools to provide sex education within a comprehensive programme of personal, social and health education and religious and moral education. This approach is designed to make sure that information about sex is given not in isolation but as part of a programme that considers a range of issues relating to personal and social development, healthy living and appropriate values which reinforce self worth, respect for others and a sense of responsibility."*

*"It is important that sex education programmes should be well matched to pupils' needs and levels of maturity. Teaching materials should be selected with great care and sensitivity to the age and understanding of the pupils."*

Some of the aims of the Scottish Executive for sex education in Scottish schools are not always appropriate for our pupils e.g. "enabling children and young people to develop and reflect upon their beliefs, attitudes and values....." but it is our duty to offer experiences that will encourage their awareness of themselves and their changing bodies as well as encouraging the forming of friendships and relationships.

Staff and families must feel confident that all arrangements that aim to support personal development are:

- Reasonable responses to the needs of the pupil
- Individually based
- Take account of safety and dignity for all concerned
- Acceptable to staff, parents and pupil

## Aims:

Mavisbank School is committed to working with pupils to enhance their understanding of themselves and their environment. We acknowledge that all children have a right to sex education and recognise that the Human Rights Legislation at no stage suggests that profound impairment means the pupil is not considered to be part of that group of 'all children' or 'everyone'.

## In Mavisbank School:

- We have a responsibility to assist pupils to learn about choices in all areas of the curriculum
- Pupils have the opportunity to develop relationships with peers and adults working with them
- Staff will be offered support, training and guidance to support pupils and increase their confidence and competence in dealing with situations relating to sexuality
- There are clear guidelines on how to act and respond in specific situations
- There are learning outcomes in place to help with the planning of activities
- Account will be taken for the need for the safety and dignity of all pupils
- The role of the parent is considered important
- Staff will be encouraged to adopt a proactive approach which aims to inform and educate individuals rather than adopting a 'responsive' approach where action is triggered only as a result of a 'problem'

## Implementation:

Sex education in Mavisbank is seen as part of a comprehensive curriculum which includes health and wellbeing and religious and moral education. Each pupil is given the opportunity to develop an understanding of their body, their environment and to develop relationships.

### In Mavisbank School:

- Sex Education is linked to A Curriculum for Excellence,( Health and Wellbeing, Religious and Moral Education, Science)
- There are learning outcomes for sexual health and relationships education with suggested activities
- All pupils experience a wide variety of sensory based activities and experiences designed to encourage awareness of themselves and others
- All pupils have the opportunity to experience the sensory aspects of e.g. massage, food, music, dance, exercise, sunshine, rain, colour, smell.
- All strategies and curriculum programmes are based on individual needs
- The pupil, as far as possible, is included in aspects of personal care routine by e.g. offering choices and using appropriate language
- The school staff have met and agreed procedures and strategies with which all are comfortable
- All staff are required to respond in the same way to recognised and agreed situations so that the dignity and safety of the pupil is maintained
- Where appropriate, the school psychologist is consulted
- The classroom staff meet and discuss any aspects of the pupils' personal development that is considered to be of importance or concern

## Resources:

Resources used during the development of this policy were:

- ❖ Lothian's Sexual Health Strategy - [www.mcks.scot.nhs.uk](http://www.mcks.scot.nhs.uk)
- ❖ "Batteries Not Included" - Sense Scotland 2005
- ❖ Occupational Therapy Department - Stanmore House School
- ❖ Scottish Executive Circular 2/2001 - Standards in Scottish Schools etc Act 2000: Conduct of Sex Education in Scottish School
- ❖ Helping Hands - guidelines for staff who provide intimate care for children and young people with disabilities - Scottish Executive
- ❖ Safe and Well - a handbook for staff, schools and education authorities
- ❖ Education in Scottish School - meeting Special Educational Needs 1994

October 2007

Reviewed: John Lochrie, Eileen McDonnell July 2015

Date of next review: July 2018