



Sex and Relationships Education Policy

Policy Number	New or Reviewed	Date of next Review	Responsibility
HCP047	June 2019	June 2021	Principal

Empowering learners to shape their future

HORIZONS COLLEGE

SEX AND RELATIONSHIPS EDUCATION POLICY

1. Introduction

- 1.1. Understanding emotions, boundaries, sexual health, personal hygiene and how to stay safe are vital for people with learning disabilities. This knowledge helps to develop useful life skills and a positive and healthy attitude towards sexuality and well-being.
- 1.2. Relationships can bring pleasure and boost self-esteem and confidence, but they also involve risks such as being hurt, pregnancy, HIV and AIDS. It can be difficult to strike a balance between protecting people with learning disabilities from risks and allowing them to explore and develop wider personal and social relationships.
- 1.3. Young people and adults with learning disabilities are much less likely to have access to this kind of information because of attitudes towards disability and sexuality, lack of resources and lack of professionals qualified to provide the right kind of information and appropriate support.
- 1.4. This policy is written following guidelines and information from Scope and the British Institute for Learning Disabilities (BILD).
- 1.5. Horizons College is committed to ensuring that its learners acquire accurate information, develop skills and positive values which will guide their decision making, judgements, relationships and behaviour throughout their life.

2. Philosophy Statement

- 2.1. All staff, including volunteers at Horizons College, are required to support learners following these philosophy statements:
 - a. Whatever their gender, ability, culture, faith, sexuality and family background staff at Horizons College recognise that young people and vulnerable adults with a learning disability have a right to fulfilling sexual relationships.
 - b. Young people and vulnerable adults with a learning disability have the right to be educated and guided about reproductive processes, sexuality and sexual health using language and formats that are appropriate and differentiated.
 - c. Young people and vulnerable adults with a learning disability have the right to be treated with dignity and respect and provided with the support and information needed to make choices regardless of their gender, ability, culture, faith, sexuality and family background.
 - d. It is essential that young people and vulnerable adults with a learning disability are prepared for their experiences and responsibilities in sexual relationships now and throughout their lives.
 - e. Young people and vulnerable adults with learning disability have a right to privacy and it is recognised that this is not always easy to achieve due to the close supervision that may be required in some aspects of their daily lives.

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3. Aims

- 3.1. Horizons College aim is to promote and work with learners to achieve the following aims:
 - a. Support and educate learners to enable them to develop good relationships.
 - b. Enable learners to develop confidence, self-esteem, emotional resilience and to feel good about themselves.
 - c. Help learners understand their physical and emotional development.
 - d. Help learners to learn to take responsibility for their actions and choices and to understand how their actions and choices can affect themselves and others.
 - e. Support learners to be assertive and have autonomy over their own bodies.
 - f. Enable learners to learn how to recognise and report abuse.
 - g. Enable learners to develop safe and healthy lifestyles.
 - h. Help learners find out what support and guidance related to sexual issues is available in the community.
 - i. Help learners consider social and moral dilemmas.
 - j. Show learners the positive aspects of a sexual relationship.
 - k. Support learners to be able to make their own decisions about when they are ready to begin a sexual relationship.
 - l. Support learners to understand the possible negative consequences of some kinds of sexual behaviour (e.g. promiscuity, being in a public place, unprotected sex).

4. Process

- 4.1. Staff will reinforce the philosophy and aims of this sexual relationships policy formally and informally in all settings and in all areas of the curriculum.
- 4.2. The Personal, Social and Health Education (PSHE) curriculum will include all aspects of the philosophy and aims of this policy. Opportunities to discuss all aspects of sexual development, sexuality and sexual health will be followed up in all settings and contexts as they arise, within groups or (with prior agreement and advice from a manager to ensure that staff are not compromised) on a one to one basis.
- 4.3. Staff at Horizons College will, where appropriate work with external organisations. This will enable them to identify available resources and achieve the best outcomes for learners and help them support the learners to forge useful links with organisations that could help them in their lives during and after College.

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5. Boundaries

- 5.1. All learners at Horizons College are entitled to confidential advice about sexual health matters. Learners are encouraged to share their concerns with their parents / carers whenever possible however staff at the college recognise that this is not always possible or advisable and may not share information relating to the advice requested / received without the permission of the learner. When learners request advice regarding sexual matters, staff give factual and non-judgemental advice and will refer to colleagues or external agencies for further support if necessary.
- 5.2. Learners receive sex, sexual health and relationships education in PSHE sessions. The curriculum covers issues that are likely to affect young people and vulnerable adults with a learning disability living semi independently in the community. There is a strong focus on rights and responsibilities and staying safe. College managers and / or the PSHE tutor are very happy to explain and discuss the aims and content of the PSHE curriculum with parents / carers who would like more information about this aspect of their son / daughter's education.
- 5.3. In some instances, it may be deemed necessary to appoint an independent advocate and / or conduct a mental capacity assessment to ascertain an individual learner's ability and support them to make decisions and choices.
- 5.4. This policy will be made freely available to users of the services, their families and carers, and to all staff including volunteers at Horizons College.

6. Related Policies

- 6.1. This policy should be read in conjunction with:
 - a. Equality and Diversity Policy.
 - b. Safeguarding Children and Vulnerable Adults at Risk Policy.
 - c. Behaviour Policy.

Signed Principal

Signed Chair of Governors

Date