

Oakfield School

56. Sex and Relationship Education Policy



	Date
Agreed by School Governors:	September 2011
To be Reviewed:	July 2017

Sex and Relationships Education Policy – Oakfield School

Introduction

This Sex and Relationship Education Policy for Oakfield School is based on the Sex and Relationship Guidance DfEE 0116/2000 (July 2000) and further guidance for Primary and Secondary Schools from Kingston upon Hull Learning Services. *Every Child Matters* (2003) and the Children Act (2004) are also central to this policy.

Aims and Values

Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives. It should encourage young people to respect themselves and others and so move with confidence from childhood through adolescence into adulthood. It should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and in society and prepare them for the opportunities, responsibilities and experiences of adult life.

Content

Attitudes and Values

- Learning the importance of values, individual conscience and morality
- Learning the value of stable and loving relationships, marriage and family life
- Learning the value of respect, love and care
- Exploring and understanding moral dilemmas
- Developing critical thinking as part of decision making

Personal and Social Skills

- Developing good relationships and respecting the differences between people
- Learning to manage emotions and relationships
- Developing self-respect and empathy
- Developing confidence and responsibility
- Making the most of your abilities
- Learning to make choices and understanding the consequences
- Managing conflict
- Recognising and avoiding exploitation and abuse

Knowledge and Understanding

- Developing a healthy, safer lifestyle
- Understanding the stages of physical development
- Understanding human sexuality, reproduction, sexual health, emotions and relationships
- Learning about contraception, the range of sexual health advice and support services
- Learning about delaying sexual activity
- Avoiding unplanned pregnancy

At Key Stage 3 the emphasis in PHSCE lessons (which will provide the foundation for SRE) is about:

- developing confidence
- being responsible
- developing good relationships
- respecting people's differences
- developing healthy, safer lifestyles

Whilst these themes continue at Key Stages 4, SRE is taught overtly with reference to human sexuality, puberty, reproduction and sexual health.

An assessment of pupils is made annually by teachers and reported to parents and this includes PHSCE lessons involving aspects of SRE.

Organisation

In Key Stage 3 and 4 pupils have PHSCE in a distinct lesson and cover units on Relationships.

Sex education is not taught to class groups but is available on an individual basis and delivered by care staff after an assessment of an individual pupil's needs.

Sex and relationships education is taught as part of the PHSCE programme in Key Stage 3 in a distinct lesson. In Science pupils cover one unit on Reproduction during KS3.

At Key Stage 4 it is taught in a lesson which covers PHSCE and Science.

The Head of PHSCE teaches all pupils in the School and pupils aim to achieve an accredited qualification in PHSE during Key Stage 4.

It is hoped that the school nurse will also contribute to the teaching of SRE when time and practicalities permit.

Resources

There are limited up to date resources available in the school so ICT is used a great deal to inform and guide teaching and learning.

Teaching Approaches

In order to fulfil the aims it is essential for the teacher to approach the subject with sensitivity and awareness into the backgrounds of the individuals being taught. The teaching methods employed in sex and relationship education should be as varied as those of other parts of the PHSCE curriculum and will include:

- The establishment of ground rules.
- Individual and group work.
- Whole class teaching.
- Research and project work.
- Circle time and discussion.
- Opportunities for reflection.

Opportunities should be provided so that pupils can assess evidence, make decisions, listen, solve problems, and work independently and in a group. Ground rules should be firmly established from the start.

Where possible outside agencies will provide specific health and sex education in which case they will work within the remit specified by the class teacher.

Confidentiality

Staff and pupils need to be clear about the rules of confidentiality. See Oakfield Policy on Confidentiality

Working with Parents

Parents play a key role in the sex and relationship education of their children and the school will consult and work in partnership with them in this sensitive area of the curriculum. Parents will be informed as and when an SRE topic will take place and will be asked to complete a survey of their thoughts and attitudes about sex education in school.

Parents have the right to withdraw their children from all or part of the sex and relationship education provided by the school, except for those parts included in the statutory National Curriculum Science orders. Parents who have concerns in this area should contact the head teacher to discuss this and should they exercise their right to withdrawal then alternative arrangements can be made. The DfEE has produced a standard pack of information for parents who withdraw their children from sex and relationship education.

Monitoring and Evaluation

This policy will be monitored by Carl Puckering at the end of each school year. It will be evaluated in terms of the policy reflecting actual practice and an evaluation report will be presented to the governors at the end of each school year.

Carl Puckering is responsible for this policy, its implementation and the monitoring of its effectiveness, and the delivery of sex and relationship education in Key Stages 3 and 4.

This Policy was reviewed July 2015.

Signed:

Mr Lee Morfitt (Chair of Governors)