

OUSEDALE SCHOOL

SEX AND RELATIONSHIP EDUCATION POLICY

1. INTRODUCTION

- 1.1. This policy is informed by Education Act 1996, government guidelines on Sex and Relationship Education (SRE) published in 2000 and relevant legislative requirements.
- 1.2. On behalf of the Governing Body its Learning & Curriculum Committee will ensure the implementation and monitoring of this policy.
- 1.3. A Deputy Headteacher via the PSHE coordinator (PSHEC) will oversee the practice in school; co-ordinate the provision offered through discrete subject areas and through the PSHE programme; and, act as the professional adviser to the Governing Body.
- 1.4. This policy has been drawn up following consultation with various members of the teaching staff, students, parents, Health and Relationship professionals and representatives of the Governing Body.
- 1.5. A full copy of this policy will be available free of charge to parents on request.
- 1.6. An abridged statement outlining our agreed values framework and the content and organisation of the Sex Education and Relationship Education programme will be published in the annual Prospectus.
- 1.7. There is now no statutory requirement for academies to provide a programme of SRE. The school however recognises that SRE is a part of an outstanding PSHE programme. The provision of SRE pays due regard to the Secretary of State's sex and relationships guidance.
- 1.8. The School Prospectus will also advise parents of their right to withdraw their child from those parts of SRE not required by the National Curriculum. The Deputy Head (Curriculum) will be the point of contact for such requests and, should the need arise; ensure adequate alternative education provision for the children concerned.
- 1.9. The Governing Body will respect individual teachers' requests to withdraw from the teaching of sex education components of the SRE programme.
- 1.10. Teaching staff choosing to use outside speakers to make specific inputs to the agreed programme of SRE will assure themselves of the integrity and professional qualifications of the speaker and be responsible for informing the speaker of the Values Framework of this policy.
- 1.11. Teachers will ensure that inappropriate images or unexplained explicit material will not be used, and that young people are protected from accessing unsuitable materials on the Internet.

- 1.12. This policy should be considered alongside other school policies, in particular those relating to Anti-bullying, Behaviour, Curriculum, Equal Opportunities, Personal, Social and Health Education and Special Educational Needs.

2. AIMS

- 2.1. In broad terms SRE at Ousedale is designed to help young people make confident, responsible and well-informed decisions about their lives. The teaching will not be delivered in isolation but reinforce and complement the school's over-arching aims.
- 2.2. SRE will aim to support our students through the process of their physical, emotional and moral development (from adolescence towards adulthood) so that they learn to respect themselves and others, and acquire skills, knowledge and understanding to live confident, healthy and independent lives.
- 2.3. We will seek to ensure that students learn the significance of marriage and stable relationships as key building blocks of community and society; understand human sexuality; learn the arguments for delaying sexual activity, and be given information about organisations from which they can obtain information and advice on sexual health.
- 2.4. The programme will endeavour to promote a better understanding of diversity and inclusion, reduction in gender based and homophobic prejudice, bullying and violence and an understanding between consenting and exploitative relationships.
- 2.5. SRE will aim to help students understand on and offline safety, consent, violence and exploitation. It will encourage students to think about what they want others to know about them while online.
- 2.6. Students will be made aware of the influence of pornography on their understanding of healthy sexual relationships and that it does not necessarily reflect real life.
- 2.7. The Sex Education component of our SRE provision will help individuals to make wise choices and decisions about their personal behaviour, their bodies, sexuality and feelings. There will be an active encouragement to consider the feelings of others particularly in relation to stable and loving relationships, respect, love and care.
- 2.8. In our teaching about sex, sexuality and sexual health there will be no active promotion of sexual orientation or sexual activity.
- 2.9. Students to be informed of those aspects of the law currently relating to sexual behaviour.
- 2.10. SRE lessons will be inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief.

3. VALUES FRAMEWORK

- 3.1. Whilst we recognise that the main responsibility for sex education rests with parents, the school will endeavour to offer complementary teaching. Staff will be sensitive to the views of parents and students.
- 3.2. Sex education provided by the school will reflect the law on sexual behaviour.
- 3.3. The content and organisation of sex education will take particular account of the school aims.
- 3.4. The school's programme of sex education, in offering balanced and factual information, will be taught in the context of caring and loving relationships.
- 3.5. Along with parents the school will actively promote students' understanding of the values of responsibility, sensitivity and loyalty and encourage students to understand the importance of recognising the need for dignity and self-respect in others.
- 3.6. The school will aim to make its contribution in preparing our students for their future responsibilities as caring and responsible partners and parents.

4. CONTENT OF OUSEDALE'S SRE PROGRAMME

The following topics may also be taught within our Citizenship, PSHE, Careers Education and Guidance, and other programmes of study. In addition, some will be covered within certain subject areas and as themes for Assemblies. This integrated approach reflects Ousedale's thinking with regards to our students' general personal and social education.

4.1 Attitudes and values

individual conscience;
moral considerations;
family life;
marriage and stable relationships;
nurture of children;
respect, love and care;
moral dilemmas;
critical thinking.

4.2 Personal and Social Skills

managing emotions and relationships;
developing self-respect and empathy;
understanding of difference;
absence of prejudice;

appreciation of consequences of choices made;
avoidance of exploitation and abuse.

4.3 Knowledge and understanding

physical development;
human sexuality;
reproduction;
sexual health;
emotions;
relationships;
contraception;
support services;
reasons for delaying sexual activity;
avoidance of unplanned pregnancy.

5. ORGANISATION OF SCHOOL SEX EDUCATION

- 5.1. The PSHEC via liaison with the Deputy Headteacher will monitor the quality of the planning and delivery of the school's programme of SRE.
- 5.2. The PSHEC, together with the SENDCO, S/PALs, and relevant Middle Leaders, will organise discrete elements of the programme. They will have regard to issues of continuity and planned progression, and ensure that materials used are appropriate to the age and understanding of the students.
- 5.3. The PSHEC will ensure that a Scheme of Work is devised for the whole Sex Education programme which will include periodic opportunities for assessment. The PSHEC and relevant Middle Leaders will ensure that materials used are appropriate to the age, maturity and understanding of the students. They will ensure that programmes focus on boys as much as girls, and that learning activities match their needs and interests as well as their potentially different learning styles.
- 5.4. The Senior Assistant Headteacher will ensure that funds are available to support agreed staff training.
- 5.5. All staff employed at the school will, through personal example and their upholding of the school's overall aims, actively promote the relationships aspects of this policy.
- 5.6. The methodologies and approaches used by individual teachers will at all times take account of paras 3.4 and 3.5 of this document.
- 5.7. Sex Education will be an entitlement for all students unless parents exercise the right to withdraw them from those aspects that are non- statutory.
- 5.8. Ousedale will take full account of the sex education components of the curriculum of our linked primary schools and plan our provision to facilitate effective continuity.

5.9. The content and materials used will be reviewed regularly, as part of scheduled PSHE and subject department reviews

6. MONITORING AND EVALUATION OF SRE

6.1 The PSHE co-ordinator and S/PALs will collect evidence for the monitoring and evaluation of the SRE programme by means of lesson observations, and gathering feedback from teacher and students.

6.2 The PSHE co-ordinator will hold an annual review meeting with the Deputy Headteacher in charge of PSHE in order to review the monitoring and evaluation results and to plan the following years programme. Any staff training needs will also be identified.

6.3 SRE issues will be included in any induction programme for all new members of staff.

7. DISSEMINATION OF THE POLICY

7.1. A summary of this policy will be printed annually in the School Prospectus.

7.2. A copy of the full Policy Statement will be available, on request, to any current or prospective parent.

7.3. A copy of the full policy statement will be available to all members of staff.

7.4. The Learning & Curriculum Committee will ensure the dissemination of this policy to the full Governing Body.

8. MONITORING AND EVALUATION OF THE POLICY

8.1. The Deputy Headteacher (PSHE), together with the PSHEC, will be responsible for monitoring and evaluating the effectiveness of this policy. They will report as required to the Learning & Curriculum Committee.

Reviewed by Learning & Curriculum Committee May 2016
To Governing Body July 2016
Date of Next Review May 2019