
OVERSTONE PARK SCHOOL



Sex Education Relationship

Policy

Sex Education Relationship

Date	Review Date	Coordinator
September 2021	September 2022	Mrs M Brown - Principal

We believe this policy is a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school.

We believe Sex relationship Education helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society.

SRE is an educational entitlement for children and young people. It should support children and young people in managing puberty and adolescence and prepare them for an adult life in which they can:

Our well-balanced curriculum promotes the spiritual, moral, cultural, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of later life. We will develop pupils' spoken language, reading and writing in all subjects and will develop pupils' mathematical fluency.

We strive to provide a curriculum that all pupils will find enjoyable with them understanding the relevance of their lessons. This can only be achieved by using the experience, enthusiasm and specialism of individual teachers who provide interesting, relevant, purposeful and differentiated lessons based on real-life experiences, wherever possible, in a structured well-ordered classroom environment.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

What is SRE?

SRE (sex and relationships education) is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings (Sex Ed Forum 1999).

Aims

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- Be aware of their body and their sexuality.
- Have confidence and self esteem to value themselves and others.
- Behave responsibly within sexual and personal relationships.
- Communicate effectively.
- Have sufficient information and skills to protect themselves and their partner from unintended/unwanted conceptions and STIs including HIV.
- Access confidential advice and support.

Why should SRE be taught?

Effective SRE can make a significant contribution to the development of the personal skills needed by students if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and wellbeing. In addition, it helps support young people through their physical, emotional and moral development and helps young people learn to respect themselves and others moving with confidence from childhood through adolescence into adulthood.

Legal requirements

The law in relation to SRE states:

Schools are required to keep an up to date SRE Policy that describes content and the organisation of SRE provided outside the national curriculum science order.

- Parents/Carers have the right to withdraw their children from SRE lessons.
- The SRE programme must include (as a minimum) information about sexually transmitted infections (STIs) and HIV/AIDs.

Further recommendations:

The DCSF Sex and Relationships Guidance (0116/2000) suggests that schools should set sex and relationships education within a broader base of self esteem and responsibility for the consequences of one's actions.

Links with other Policies

This policy is linked with a number of other school policies, most particularly the following:-

Safeguarding

PSHE/Citizenship

Drug Education

Aims of the policy

This policy is a working document which provides guidance and information on all aspects of SRE and aims to provide a secure framework within which staff can work.

The audience for this policy may include staff, parents/carers, students, governors and visitors to the school.

Morals and Values Framework

The school's policy for Social, Moral, Spiritual and Cultural Development is a framework for all aspects of our work. In the context of SRE. The school endorses and promotes a morals and values framework which engenders:-

- self respect.
- respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality.
- an awareness of the way others feel.
- mutual support and co-operation.
- honesty and openness.
- the acceptance of the responsibility for and the consequences of personal actions.
- the right of people to hold their own views within the boundaries of respect for the rights of others.
- the right not to be abused by or taken advantage of by other people.
- the right to accurate information about sex and relationship issues.

Equal Opportunities

Our SRE programme responds to the needs of individual students and takes the cultures, faiths and family backgrounds of all students into consideration. Equal time and provision will be allocated to all

groups but there may be occasions when students with special educational needs are given extra support from SEN or PSHE staff.

Content

In the PSHE programmes at KS3 and at KS4 students learn how good relationships can promote mental well-being, how to manage their feelings positively and how to manage changing relationships. They learn the law relating to sexual behaviour, how to develop skills of assertiveness in order to resist peer pressure and stereotyping. They learn how to access sources of advice and support and when and where to get help, such as from a sexual health clinic and a family planning service.

Students also consider body image and learn to recognise the influences and pressures around sexual behaviour and how to respond appropriately and confidently seeking professional health advice where necessary. They learn how HIV and other STIs affect the body, how different forms of contraception work, and how they are used (the use of a condom is demonstrated). They also consider risks associated with early sexual activity and the link with use of alcohol. Discussions around moral issues such as abortion, contraception and the age of consent are all considered.

In Science lessons reference is made to puberty in KS3/4 and safe sex in KS4

What pupils learn?

Key stage 1 and 2

In relationships education at primary school, pupils will learn about things like the “characteristics of healthy family life”.

That other people’s families “sometimes look different” from theirs.

The subject will also cover how to recognise if relationships are making them feel unhappy and unsafe, and how to seek help if needed.

Other elements include the importance of respecting others, even when they are different.

The rules and principles for keeping safe online.

Reporting concerns or abuse” and the “vocabulary and confidence needed to do so”.

Health education:-

- physical health
- basic first aid
- diet and nutrition
- drugs and alcohol
- puberty
- the need for exercise
- good quality sleep,

- mental health issues too.

For example, the subject will cover the “range and scale” of human emotions and how to talk about them.

Pupils should also learn the benefits of exercise and time outdoors.

community participation, voluntary and service-based activity”,

simple self-care techniques” like the importance of rest.

The impact of bullying:-including cyberbullying,

The benefits of rationing time spent online.

Teaching about menstruation

The facts and science relating to immunisation and vaccination”.

What pupils learn?

Key Stage 3 and 4

When pupils move on to secondary school, relationships and sex education is taught to be :-

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life and an entitlement for all young people
- Encourage every student to contribute to make our community and aims to support each individual as they grow and learn.
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model. It includes a variety of types of family structure, and acceptance of different approaches.
- Encourage students and teachers to share and respect each other’s views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect, safe choices and care for each other.
- Allow time to discuss and educate about the impact of technology on student attitudes and knowledge including facebook, mobile phones and ask fm. At the same time we encourage the safe use of technology line with our electronic policy.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents/carers are the key people in teaching their children about sex, relationships and growing up and consult them about the content of programmes.

- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers

Sex and Relationship Education in this school has three main elements:

Attitudes and Values

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life as well as stable and loving relationships;
- learning about the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making
- challenging myths, misconceptions and false assumptions about normal behaviour.

Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter).

Knowledge and Understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- the avoidance of unplanned pregnancy.

Aims

The aim of SRE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our SRE programme aims to prepare students for an adult life in which they can

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- communicate effectively by developing appropriate terminology for sex and relationship issues.
- develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity
- understand the arguments for delaying sexual activity and the reasons for not having protected sex.
- have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV.
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- know how the law applies to sexual relationships.

Inclusion

- We intend our policy to be sensitive to the needs of different ethnic groups.
- Pupils will learn about “different types” of relationships
- The legal status of marriage
- the roles and responsibilities of parents
- how to determine whether other children, adults or sources of information are trustworthy.
- how stereotypes can be damaging,
- on criminal behaviour in relationships
- such as violence or coercion
- what constitutes sexual harassment and sexual violence and “why they are always unacceptable”.
- Pupils should also be taught about their rights and responsibilities online
- and how sexually explicit material like pornography presents a “distorted picture of sexual behaviours”.

The content will also cover sexual consent,

- exploitation,

- abuse
- grooming,
- coercion,
- harassment,
- rape
- domestic abuse
- forced marriage
- honour based violence
- female genital
- reproductive health and fertility,
- managing sexual pressure
- the range and efficacy of contraception
- Sexual transmitted diseases
- the facts around pregnancy,
- miscarriage

Pupils should also be taught there are “choices in relation to pregnancy”, using “medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help”.

Years 9-11

In late secondary education, pupils will learn the “benefits of regular self-examination and screening”.

Health education will move on to cover common types of mental health issues,

the unrealistic expectations for body images shown online,

the science relating to blood, organ and stem cell donation

and the risks associated with alcohol, drugs and tobacco consumption.

Personal hygiene

dental health

The teaching of basic first aid will become more advanced including CPR and other life-saving skills.

Language acceptable and appropriate in SRE lessons

All staff will

- use the correct terms for all body parts as this is deemed good practice.
- where appropriate, teach students what ‘slang’ words mean and that some are offensive.
- avoid the use of any slang.

Dealing with sexually explicit questions

- Staff will use their professional judgement and consider context when considering answers to such questions.
- It will be made clear, through ground rules for PSHE lessons agreed at the beginning of Year 7, that personal questions are inappropriate.
- Students will be encouraged to ask their parents/carers any questions outside the planned programme.
- If appropriate, students will be told that their questions will be answered in a later part of the PSHE programme.
- The programme may be modified to address particular issues if certain questions recur (perhaps because of current media coverage).

Organisation

SRE is taught as part of the PSHE programme in the following themes:

Year 7 – Relationships; Year 8 – Puberty; Year 9 – Sexuality and Staying Safe: Sexual Relationships & Safe Sex; and in Year 10 – Sexual Exploitation. This programme is delivered in three 15 minute sessions. Students are taught in mixed sex groups.

SRE is also taught in Year 11 RE – Marriage and Family Life.

Safeguarding

SRE may bring about disclosures of safeguarding children issues and all staff are conversant with the procedures for reporting concerns. In these cases the school's Safeguarding Policy will be referred to.

Roles and Responsibility for the Policy

Role of the Principal and Senior Leadership Team

The Principal and the Senior Leadership Team will:

- ensure compliance with the legal requirements of the National Curriculum;
- consider disapplying a pupil from all or part of the National Curriculum for a period of time if this will benefit the child;
- encourage parents to take an active role in curriculum development;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by;
- observing teaching and learning
- planning scrutinies and work trawls
- discussions with pupils and members of the school council.

Role of the Curriculum Leader

The Curriculum Leader will:

- provide strategic leadership and direction;
- provide a curriculum that provides pupils with the essential knowledge they need to be educated citizens in
- democratic Britain;
- provide an environment that is fun, stimulating and challenging to all pupils;
- promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities;
- equip children with a range of skills and a desire for lifelong learning;
- ensure appropriate coverage of the curriculum;
- provide support and advice;
- monitor pupil progress;
- ensure sufficient and up to date resources are in place.

Role of the Subject Leader

The Subject Leader will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher, curriculum leader, the nominated governor and SENCO;
- be accountable for standards in this subject area;
- promote the teaching of numeracy and literacy within all subjects;
- monitor standards by:
 - auditing the subject area
 - review of the scheme of work
 - monitoring teachers planning
 - lesson observations
 - scrutinising children's work
 - discussions with pupils
- ensure continuity and progression throughout the school;
- devise a subject improvement plan;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises regarding;
- attend appropriate and relevant INSET;
- keep up to date with new developments;
- undertake an annual audit and stock take of resources;
- purchase new resources when required and in preparation for the new academic year;
- manage the subject budget effectively;
- undertake risk assessments when required;
- review and monitor;

Role of Teachers

Teachers will:

- comply with all aspects of this policy;
- work closely with the subject leader to develop this policy;
- devise medium and short term planning;
- develop mathematical fluency, numeracy and mathematical understanding in all subjects;
- develop pupils' spoken language, reading, writing and vocabulary in all subjects;
- plan and deliver good to outstanding lessons;
- plan differentiated lessons which are interactive, engaging, of a good pace and have a three part structure;
- have high expectations for all children and will provide work that will extend them;
- assess, record and report on the development, progress and attainment of pupils;
- achieve high standards;
- celebrate the success of pupils in lessons
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

Role of Pupils

Pupils will:

- be aware of and comply with this policy;
- be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys.

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- be encouraged to take an active role in the life of the school by attending:
 - parents and open evenings
 - parent-teacher consultations
 - curriculum development workshops
- be encouraged to work in school as volunteers;
- be encouraged to respond to curriculum information newsletter;

- be informed via termly newsletters of their child's topics;
- asked to provide suggestions and ideas for improving this subject;
- be asked to take part periodic surveys conducted by the school on curriculum development;
- be invited to make presentations to pupils on aspects of this subject area;
- encourage effort and achievement;
- encourage completion of homework and return it to school;
- provide the right conditions for homework to take place;
- expect their child to hand in homework on time;
- join the school in celebrating success of their child's learning.

Policy Procedure

Teaching and Learning Style

We use a variety of teaching and learning styles in order to develop children's knowledge, skills and understanding.

Curriculum Planning and Organisation

Teachers collaborate on the planning of the subject to ensure parity in provision and to share expertise. Curriculum planning is managed in three phases namely:

Long Term Planning

details what is to be taught over the year
provides teaching guidelines and overall objectives for each year group for the whole year

Medium Term Planning

organises the subject into termly or half-termly sections
is more detailed and the objectives are more specific in nature
is developed by the teachers, who respond to the needs of their pupils
ensures a balanced distribution of work is undertaken across each term

Short Term Planning

details the subject curriculum over the week
plans lessons in detail with specific class objectives
sets individual learning goals for each pupil

Links with ICT

The use of information and communication technology will promote, enhance and support the teaching of this subject area.

Inclusion

We believe that we are an educationally inclusive school as we are concerned about the teaching and learning, achievements, attitudes and well-being of all our pupils. We aim to provide places for all pupils who express a preference to join this school.

We work hard to offer equality of opportunity and diversity to all groups of pupils within school such as children:

- from both sexes;
- who have Special Educational Needs;
- who are looked after;
- from minority faiths, ethnicities, travelers, asylum seekers, refugees;
- who are gifted and talented;
- who are at risk of disaffection;
- who are young carers;
- who are sick;
- who have behavioural, emotional and social needs;
- from families who are under stress

We believe we have a duty to ensure that all children have equal rights to the opportunities offered by education and that all children will be encouraged to fulfil their potential in their academic, physical and creative achievements.

We want to give all children the right to access high quality educational experiences, to take part in a broad and balanced curriculum and to be part of the social life of the school.

We recognise that within the school we have more able, gifted and talented children. We believe that:

- more able children demonstrate a higher ability than average for the class and often require differentiated tasks and opportunities to learn through challenges;
- gifted children are those who have the ability to do well in more than one subject;
- talented children demonstrate an innate talent or skill in creative, cultural or sporting fields

We have an even greater obligation to plan and deliver well-structured lessons with appropriate assessment plus ambitious targets for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.

Also, we have a duty to cater for pupils whose first language is not English by planning teaching opportunities to help them develop their English and to gain full access to the National Curriculum.

Differentiation

Differentiation is best defined as 'the process by which differences between learners are accommodated so that all students in a group have the best possible chance of learning.' (Geoff Petty)

The main purpose of differentiation is to challenge and raise standards of learning by ensuring that curriculum objectives are accessible to all our children despite their backgrounds or abilities. We see differentiation as a form of integration and not exclusion.

Differentiation must reflect the learning objective and can be achieved in a variety of ways either by task, by support or by outcome and should be chosen by fitness for purpose.

We want all children to achieve success, therefore we will ensure they are given differentiated tasks that are matched to their level of attainment so that they can demonstrate successfully what they know, understand and can do.

The main feature of effective differentiation is good planning resulting in effective teaching and learning with children making good progress. Also we expect to see in all classes interested well motivated children responding to challenges, children working productively on task and being aware of their own progression.

Special Educational Needs

We want pupils with identified special educational needs to have full access to all subjects of the National Curriculum with teachers planning lessons that have no barriers to pupils achieving and with appropriate targets relating to the subject.

Assessment for Learning

Teachers will:

- carry out continuous assessment;
- use short-term assessments matched to the teaching objectives to adjust their planning;
- make comments in pupil's books related to the teaching objective;
- carry out medium-term assessments to measure progress against key objectives to adjust planning;
- carry out long-term assessment to assess progress against school and national targets;
- administer national tests and assessment in Y2 and Y6;
- carry out tests at the end of Y3, Y4 and Y5;
- use long-term assessments to help them plan for the next academic year;
- inform parents and carers of their child's progress and targets.

Monitoring & Review of the Subject

Monitoring of standards of children's work and the quality of teaching is the responsibility of the subject coordinator supported by the Headteacher and the SLT.

Standards will be monitored by:

- looking at pupils work
- subject observations
- pupil discussions
- audit of subjects
- scrutiny of planning

- general curriculum discussions

Contribution of the Subject to other Areas of the Curriculum

Citizenship has link with Art, D & T, English, Geography, History, ICT, Mathematics, Music, and PE.

Resources

The school has a full range of resources to support the teaching of this subject throughout all year groups. Resources are upgraded and replenished when the need arises. An annual stock take and audit is undertaken by the subject coordinator in the summer term in preparation for the next academic year.

Raising Awareness of this Policy

We will raise awareness of this policy by:

- School Handbook/Prospectus;
- School website;
- Staff Handbook;
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops;
- School events;
- Meetings with school personnel;
- Written communications with home such as weekly newsletters and of end of half term newsletters;
- Annual report to parents;
- Headteacher reports to the Governing Body;
- Information displays in the main school entrance;
- Text messages
- Email
- Social media:
 - Facebook
 - Twitter
 - Virtual pin boards
 - School blog

Training

All school personnel:

have equal chances of training, career development and promotion
receive training on this policy on induction which specifically covers:

- National Curriculum programmes of study and attainment targets for all subjects
- Curriculum
- Teaching and learning
- Planning
- Differentiation

- Assessment
- Monitoring and Evaluation
- Special Educational Needs
- Academically More Able, Gifted and Talented Pupils
- Key skills

receive periodic training so that they are kept up to date with new information
 receive equal opportunities training on induction

Equality Impact Assessment

In Section 1, a study on rights, responsibilities and the law underpins the entire specification.

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school. (See Initial Equality Impact Assessment)

Principal	Mrs M Brown	Date:	September 2021
------------------	-------------	--------------	----------------