

Oaks Park High School

Title of Policy: Sexual Relationship Education

Person responsible: R Manning/L Smith

Date for review: 2018

Background

Oaks Park High School is an 11-18 community comprehensive school with over 1600 students and approximately 190 staff. There is a balanced ethnic, religious and cultural mix amongst staff and students. The school has National Healthy Schools Status.

How this Policy was formulated

This Policy is based on Department of Education and Redbridge guidance documents. Parents/carers, staff and students were involved in formulating the policy.

Aims

Oaks Park High School believes that Sexual Relationship Education (SRE) is an educational entitlement for all students and an integral part of each student's emergence into adulthood.

We aim to:

- encourage personal responsibility in all forms of behaviour;
- encourage self-esteem;
- encourage respect and consideration for others;
- provide support and information for young people and their parents/carers;
- support the delivery of the ECM outcomes.

The aim of this policy is to clearly communicate to staff, parents/carers, visitors and students the manner in which SRE will be delivered in this school.

Content

SRE provides knowledge and encourages the acquisition of skills and attitudes which will allow students to manage their lives in a responsible and healthy way. The content of the programme reflects Redbridge guidance, Department of Education guidance and the 2008 recommendations of the External Steering Group.

Knowledge and information

KS3: Puberty, personal safety, friendship and love, family life and relationships, reproduction, prejudice and stereotypes, different faiths and cultures, contraception, body image, peer pressure and HIV.

KS4: As well as revisiting KS3 content, students learn about sexual lifestyles, pregnancy and parenting, agencies who provide help/assistance, STIs, Contraception and Chlamydia testing.

Values and beliefs

In addition to knowledge and information, students will be encouraged to consider the importance of the following values at both key stages:

- Respecting and valuing themselves and others.
- Understanding and sensitivity towards the needs and views of others.
- Responsibility for their own actions.
- Responsibility to the school, their family and the wider community.

Content (cont.)

Skills and abilities

At both key stages, students will be helped to develop the following skills:

- Communication, including the making and sustaining of relationships.
- Assertiveness.
- Decision making.
- Recognising and using opportunities to develop healthy lifestyles.
- Negotiation.

Organisation

(a) Coordination

SRE is coordinated by Mrs Smith, PSHE Coordinator, who liaises with Mrs Hon, Team Leader for Science and Mr Edwards, Subject Leader for RE. Each person is responsible for the implementation and review of SRE in their own curriculum area.

(b) Delivery

- Through planned aspects in PSHE, Science and RE Schemes of Work.
- Addressing moral and ethical issues which may arise in other parts of the curriculum. Within this category, as long as any discussion takes place within the context of the subject, it will not be deemed to be part of the SRE programme and therefore not subject to the parental right of withdrawal.

(c) Teaching approaches

A variety of approaches are used to give students relevant information; enable moral issues to be explored through discussion and acquire appropriate skills.

(d) Student groupings

Students are taught in mixed ability and gender groups. Where there is a specific need, arrangements will be made to teach students in appropriate groupings.

(e) Resources

- **Materials.** A wide range of teaching materials is used and is available via coordinators for inspection by parents/carers. This includes text books, resource packs, demonstration models, DVDs and leaflets.
- **Staff.** It is vital that staff feel confident about teaching this subject and support is offered via the CPD programme. Some staff have completed the Department of Education National Certificate for PSHE, including SRE; others have attended external courses. A CPD Needs Audit is carried out regularly by the teacher in charge of CPD and needs are addressed by an in-house CPD programme. Oaks Park has been awarded for their commitment to excellence in PSHE Education.

(f) Time available

SRE forms some part of the curriculum for every year group. In PSHE at KS3, one half-termly module is SRE-based for each year group. At KS4, two modules are SRE based.

Specific Issues

Staff, parents/carers and students need to understand the school's procedures for the following:

(a) Confidentiality and Advice

Students will be made aware that not all information can be held confidentially. They will be made to understand that following certain disclosures, specific actions will take place. At the same time, students will be offered sensitive and appropriate support. The following procedures, which meet Redbridge guidelines, will be adhered to by all adults:

(i) Disclosure or suspicion of possible abuse:

The school's Child Protection procedures will be invoked (see relevant policy).

(ii) Disclosure of pregnancy or advice on contraception:

It is hoped that the following procedure will ensure that students who are in difficulty know that they can talk to an adult in the school and that they will be supported.

Professional information and guidance will always be sought from a health professional. The school will always encourage students to talk with their parents/carers first.

Students should be asked whether they can tell their parents/carers and whether they want help in doing so. If this takes place, subsequent responsibility then lies with parents/carers.

The following will need to be checked:

- If students refuse to tell their parents/carers, they should be referred to a health professional.
- The incident should be reported to the Headteacher, who will consult with the health professional about informing the parents/carers.

(b) Family Life

The value of family life is an important aspect of SRE and will be approached largely through consideration of the qualities and relationships between the groups of people, with an emphasis on stability, respect, caring and support.

(c) Sensitive and Controversial Issues

Some sensitive and controversial issues are raised as part of the SRE programme, for example contraception; sexuality; abortion. Facts are presented in an objective, balanced way; students are encouraged to consider their own attitudes and values and made aware of the differences between fact, opinion and religious belief. In PSHE, clear ground rules are set which promote a safe and supportive learning climate for students and staff.

(d) Complaints Procedure

Any complaints concerning the SRE curriculum should be made to the Headteacher.

(e) Parent/Carer Partnership

Under the Education Act 1993, parents/carers have the right to withdraw their children from all or part of the sex education programme. Parents/carers wishing to exercise that right are asked to make an appointment with the Head of Year to discuss this; however, they are under no obligation to do so. Once a child has been withdrawn, s/he cannot take part in later SRE without parents/carers' approval.

(f) External Contributors

Following national guidance external contributors are occasionally used in the SRE programme. The school follows clear guidelines when involving external agencies and evaluations are carried out with staff and students following these visits.

Monitoring and Review

SRE is monitored by the Curriculum Deputy Head; PSHE Coordinator; Team Leader for Science and Subject Leader for RE. This takes place through lesson observations; reviewing Schemes of Work; evaluations with students and staff and consultation with staff, parents and students.