



OAKFIELD ACADEMY

BELIEVE AND ACHIEVE

Sex and Relationship Education Policy (SRE)

This is a STATUTORY document

Recommended for review with the Headteacher every year

Written/

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Approved by: **SLT**

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Next review due: **July 2021**

Introduction

Oakfield Academy believes that sex and relationships education makes an essential contribution to every student's health, wellbeing and preparation for adult life in society. As the DFE (2000) states *"Sex and Relationships Education is lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life; stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity."*

The objective of the Academy (in relation to SRE), is to aid in dispelling myths and inaccuracies that pupils may have learned, all the while informing in a safe environment that will endeavour to remove any anxiety and confusion. The stages of development and experiences are vastly different from pupil to pupil, and this fact has clear implications for curriculum content, teaching approaches, and the creation of an appropriate learning environment based on the need to develop in young people respect for each other's differences.

Aims and Objectives

The main elements of the SRE programme are

- Gaining knowledge and understanding
- Developing the self-confidence to make informed decisions
- Developing personal and interpersonal skills

The Objectives of the SRE programme are:

- To enable pupils to successfully learn about how to respect themselves and others so they can move confidently from childhood through to adolescence and into adulthood
- To learn how to make responsible, informed and healthy decisions about their lives, both now and in the future
- To provide a supportive and nurturing learning environment so pupils feel comfortable to develop as individuals and as a social group.

Effective SRE

In relation to the three main elements, the Academy's SRE programme provides:

Knowledge and Understanding

SRE provides pertinent and age related information on puberty, personal safety, friendship and love, family life and relationships, gender issues, conception and birth processes, contraception, sexually transmitted infections, prejudice and stereotyping, sex and the law. This knowledge and understanding is in place to enable pupils to comprehend the complexity and diversity of relationships and sexuality. It provides a measure of balance in sexual matters, and will aid in correcting any misinformation the pupils may have obtained.

Positive Attitudes and Ethos

Pupils not only examine their own attitudes, but a variety of different beliefs and cultures relating to sexual matters. SRE is in place to help develop the pupils to engage positively with the subject material, and to display a positive self-image and to have high self-esteem in regards to all sexual and relationship matters. This will hopefully facilitate them to make informed decisions in the future.

Developing Personal and Interpersonal Skills

SRE encourages the acquisition of skills so that pupils' relationships with others may be positive, fulfilling and respectful. It helps them explore how to be themselves in terms of beliefs, culture and traditions and to respect others. It provides opportunities to develop communication skills and assertiveness within a range of different situations, emboldening the students to recognise opportunities to develop a healthy lifestyle.

Monitoring Effectiveness of Teaching

Lesson observations and discussions with staff and pupils will take place across the year as per our school quality assurance process.

SRE In the Curriculum

SRE in Lesson Times

The Academy recognises the need to accommodate the beliefs and cultures of all pupils, and places a high importance on creating a safe and nurturing atmosphere to discuss the issues that SRE can raise. In order to successfully achieve this:

- Ground rules are established in lessons
- Mutual respect is emphasised to ensure inclusiveness
- Reflection and discussion are encouraged
- No open personal disclosures in a class setting are required

SRE can be found across the curriculum in Science, PSHE and Computing lessons. The academic year 2019-2020 was seriously disrupted by the Coronavirus pandemic. There will be a recovery curriculum for the year 2020-2021. The outline below takes into account rescheduling of missed units of work but this is subject to change.

	Science	PSHE
Year 5	Describe the life process of reproduction in some plants and animals Describe the changes as humans develop to old age	Gender Growing up –Puberty E safety
Year 6	N/A	Gender & Families Growing up –Puberty Conception, Pregnancy and Birth Healthy lifestyle E safety
Year 7	Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems,	Respecting privacy incl: E Safety, Consent Healthy relationships incl: contraception, inclusive relationships E safety
Year 8	menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta	Healthy relationships incl: i) Inclusive relationships ii) Tackling discrimination iii) Respectful relationships Respecting privacy E safety

Elements of SRE are also evident within the pastoral structure of the Academy, focussing on the choices pupils make, and enabling them to make the positive decisions regarding their own lives and the lives of others.

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Right of withdrawal

Sex and relationships education is part of all students' education and it is hoped that all will participate. However, the school acknowledges that, under the Education Act 1993, parents have the right to withdraw their children from all or part of the sex and relationships education programme except for that part which occurs in the National Science Curriculum. Parents need to be aware that discussion about SRE can occur naturally during lessons, and those wishing to withdraw must do so in writing to the pupils' Head of Key Stage/Year.