



**OAKWOOD
PARK
GRAMMAR
SCHOOL**

SEX AND RELATIONSHIPS EDUCATION POLICY

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Signed

Date 8th June 2017

Date of Review : APRIL 2020

Policy Statement

In accordance with 2000 DFES Guidance, recommendations define Sex and Relationship Education (SRE) as:

“It is lifelong learning about physical, moral and emotional development. It is about the understanding of 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 – this would be inappropriate teaching.

The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.” (DFES, 2004).

Much of SRE policy is contained within the broader PSHCEE, Drugs (including Alcohol, Tobacco and Volatile Substances) and Confidentiality policies, but certain points relate specifically to SRE and need to be mentioned separately.

The Oakwood Park Grammar School (OPGS) SRE policy, which has been produced in consultation with students, staff, parents and external agencies, is in line with national strategy, the Personal, Social, Health, Citizenship and Economic Education 2008- 2012 Strategy for Kent and the Kent Teenage Pregnancy Strategy (2005).

The programme is structured around the key gender, religious, ethnic and socio-economic demographic as outlined in the PSHCEE policy. The key focus for single sex boys' education will be upon responsibility and responsible decision-making including effective strategies in resisting peer pressure; provide a broad range of further help and information; be delivered in an impartial and non-judgemental way.

The school respects the values and beliefs of all students, staff and parents and SRE will be delivered in an entirely neutral and non-judgemental way, with the focus upon providing information rather than definitive solutions. All issues, such as contraception, abortion and Sexually Transmitted Infections (STIs) will be treated with a full and sensitive awareness of ethical and moral dilemmas associated with them and emphasis will be placed upon providing students both with the knowledge and understanding of them, and to develop the communication skills to discuss it/them with parents and health professionals. All workshops will provide details of reliable sources that students can access for further advice and information.

At no stage does SRE provision at OPGS seek to promote sexual activity or sexual orientation. All Schemes of Work incorporate the aforementioned DCFS definition. Equally, delivery will be sensitive and non-prejudicial towards the religious beliefs, family background and sexual orientation of all students.

Core Elements of SRE at OPGS

Attitudes and Values

- learning the importance of values and individual conscience and moral considerations;
- learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas; and
- developing critical thinking as part of decision-making.

Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict; and
- learning how to recognise and avoid exploitation and abuse.

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; and
- the avoidance of unplanned pregnancy.

These strands are to be delivered both discretely in all year groups throughout Key Stages 3-5 and in a cross-curricular sense and sessions are to be delivered by teachers and by external agencies.

Organisation, planning and delivery

Responsibility for co-ordinating the delivery of SRE at OPGS lies with the PSHCEE Co-ordinator and the programme is overseen by the Line Manager.

All principles regarding confidentiality and the delivery of sensitive subject matter are as stated in the PSHCEE policy

Delivery in Science will be by Biology teachers and includes:

Biology:	Year 7	Reproduction & personal growth and development
	Year 8	Fit & healthy/ Microbes & Disease
	Year 9 & KS4	Reproduction & genetic development

Other Sciences also contain overlap, such as the ethical issues surrounding pre-natal scans in Physics.

Delivery in Religious Studies will be by R.S teachers and includes:

Religious Studies: Year 10:

Matters of life and death – look at secular and Christian views on abortion

Marriage and the family – we cover promiscuity, sex outside of marriage including the law on under age sex, the purpose of Christian marriage, Christian and secular views about divorce as well as the law on divorce in the UK. This unit also covers changing attitudes to homosexuality as well as secular and Christian views on homosexuality. We also look at different methods of contraception (natural and artificial) then discuss Christian views on contraception.

Delivery in PSHCEE will also be by teachers, provided with training if required and in accordance with the PSHCEE policy guidance principles and by other approved, expert agencies: NHS nursing service and Marie Stopes International.

All delivery will be age- appropriate and the school undertakes not to use inappropriate or graphic resources in its delivery of SRE. All resources used in the delivery of SRE at Oakwood Park must be approved by the PSHCEE Co-ordinator. The school is committed to

PSHCEE: *Year 7* Developing and maintaining relationships with family and friends
 Year 8 Developing and maintaining relationships with others; focus upon resisting peer pressure
 Year 9 Variety and relative effectiveness of contraception; Risks, prevention, diagnosis & treatment of Sexually Transmitted Infections; managing peer pressure in decision-making
 Year 10 Further development of Year 9 themes; the relationship between teenage pregnancy and alcohol
 Year 11 Further development of Year 10 themes; responsibilities associated with teenage pregnancy

Classroom Practice

Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting. It will be a matter of common practice that:

- No-one (teacher or student) will have to answer a personal question
- No-one will be forced to take part in a discussion
- The correct names for body parts will be used most of the time
- Sensitivity will be shown towards those of particular faith backgrounds
- Nothing should be said that could be construed as embarrassing or offensive to other students

If a question is too personal, the student will be reminded of the ground rules. The student may then be referred to the appropriate health professional or outside agency.

If a question is too explicit, seems too old for the student, is inappropriate for the whole class or raises concerns about sexual abuse, it will not be answered in front of the whole class. The member of staff will discuss their concerns with the Deputy Head/AHT, as appropriate. In cases of concern over sexual abuse, the school child protection procedures will be followed.

Parents' right to withdraw their children from SRE delivery

Whilst the school encourages the participation of all students in the SRE programme, it recognises and supports the rights of parents to withdraw their children from all or part of the provision, except those parts defined as statutory in the National Curriculum. Parents or Guardians should discuss their concerns with the PSHCEE Co-ordinator and Headteacher. The school will undertake to provide alternative arrangements for any student withdrawn in such a case and offer later opportunities to be re-integrated into the programme should parents/ guardians wish it at a later stage.

Links to pastoral systems and community services

The school provides a regular drop-in service with the nurses and an in-school counsellor. External agency Marie Stopes International provides information. Registration to the C-Card Scheme for students can be organised through the Drop in clinics and school nurses.