



**GREENWOOD ACADEMIES TRUST**

# Purple Oaks Academy

## **Sex and Relationships Education Policy**

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## 1. Introduction

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Sex Education compulsory for all pupils receiving secondary education... They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.”  
DfE Guidance p.8.

This Sex and Relationships Education Policy has been developed in accordance with the current requirements of the law, taking into account the Sex and Relationship Education Guidance (DfE 0116/2000) and the Academy’s duties under its Funding Agreement which are to:

- have regard to any guidance on Sex and Relationship Education issued further to section 403 of the Education Act 1996 to ensure that children at the Academy are protected from inappropriate teaching materials and that they learn the nature of marriage or other committed relationships and their importance for family life and for bringing up children.
- have regard to the requirements in section 405 of the Education Act 1996 as if the Academy were a maintained school.

This policy should be read in conjunction with the Academy’s policies on Child Protection, Special Educational Needs (SEN), Safeguarding and Confidentiality.

The Academy also notes that Ofsted will evaluate and report on the spiritual, moral, social and cultural development of its pupils.

## 2. Policy Statement

As most of the students at POA have a statement and are, in some cases, working significantly below their age related expectation, the teaching of RSE will look different in every classroom and will be taught in the appropriate manner for each individual child, sometimes as a group and others on a 1:1 basis. As safeguarding is so important around this subject, all students will receive some form of RSE but may use a variety of resources such as social stories, pictures and drawings and physical items such as a dolly and be less explicit. The teaching of RSE must be sensitive, adaptive and at times reactive due to the needs of our students. The following policies are a ‘typical’ look into the stages of our pupils and what teaching may include.

### Primary

The Academy will provide Sex and Relationships Education (SRE) through Key Stages 1 and 2 of the National Science Curriculum to primary school pupils.

SRE at primary level will aim to ensure that children, where appropriate are:

- developing confidence in talking, listening and thinking about feelings and relationships
- understands what a positive, caring relationship looks like
- respectful of families that may look different to their own
- are able to name parts of the body and describe how their bodies work
- can protect themselves and ask for help and support (including e-safety)
- are prepared for puberty.

The remainder of this policy applies in relation to the delivery of SRE for secondary pupils except where indicated otherwise.

## Secondary

The Academy will provide SRE to secondary school pupils through the National Curriculum Key Stage 3 and 4 and the Academy's Life Skills programme, as detailed further in this policy.

In the secondary curriculum (Upper Phase) RSE will address aspects of relationships and sex education in an integrated way within single topics. Purple Oaks Academy has developed a programme of delivery for RSE that uses JIGSAW.

Jigsaw is a whole academy approach to RSE, which works within the statutory framework. Every year group studies the same learning theme at the same time, spiralling the learning up through the age groups.

### **3. Definition of Sex and Relationship Education**

SRE is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage or other committed relationships for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It enhances the self-worth and confidence of each individual and encourages mutually respectful relationships and empathy for others.

It has three main elements:

#### 1. Attitudes and Values

- Learning the value of family life, marriage and other stable and loving relationships for the nurture of children.
- Learning the value of respect for self and others.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking.

#### 2. Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-confidence, self-esteem 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.
- Learning how to recognise and avoid exploitation and abuse.

#### 3. Knowledge and Understanding

- Learning and understanding physical development at appropriate stages
- Understanding human sexuality, reproduction, sexual health, emotions and relationships
- Where appropriate for specific children, Learning the reasons for delaying sexual activity and the benefits to be gained from such delay and about contraception.

#### **4. Aims and Objectives**

The Academy's SRE programme helps and supports young people through their physical, emotional and moral development.

The SRE programme is supported by the Academy's Life Skills programme which aims to ensure that all pupils:

- receive sex education in the wider context of relationships
- are prepared for the opportunities, responsibilities and experiences of life
- develop positive attitudes towards sexuality.

The programme is designed to support and complement the role of parents who have the prime responsibility in this sensitive area.

#### **5. Summary of Programme Content**

As part of the programme, pupils will learn to appreciate the values of family life; recognise the responsibilities of parenthood and respect themselves and others.

The National Curriculum for Science (Key Stage 3 and 4) looks at:

- the physical and emotional changes that take place during adolescence
- the biology of human reproduction which includes the study of the menstrual cycle and the process of fertilisation
- the knowledge and understanding of the effect of sex hormones and how sex is determined in humans
- the medical use of hormones to control and promote fertility.

The Life Skills programme for secondary school pupils looks at:

- Relationships, the family, sexual relationships, the legal implications and the practise of safe sex
- Contraception and sexual relationships
- Sexually transmitted infections including HIV and AIDS
- Testicular cancer, ovarian cancer, cervical cancer and breast cancer and the importance of health screening

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to our students' needs. The mapping document, 'Jigsaw 11-16 and statutory RSE and Health Education', shows exactly how Jigsaw and, Purple Oaks Academy, meets the statutory RSE and Health Education requirements.

This programme's complimentary update policy ensures we are always using the most up-to-date teaching materials and that our teachers are well-supported.

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE (mapping document available on the Community Area of [www.jigsawpshe.com](http://www.jigsawpshe.com)) and aligned to the definitions of Relationships and Sex Education offered by the Sex Education Forum (National Children's Bureau, April 2020).

## **6. Information on Contraception**

Where appropriate for individual pupils in the Academy, trained health professionals are able to provide pupils with information about different types of contraception. Teaching about contraception will be carried out in an open manner. Information about external agencies is available to pupils to enable them to obtain appropriate advice.

## **7. Confidentiality and Child Protection (applicable to primary and secondary SRE)**

All staff members and external visitors who work with our pupils will be given a copy of the Academy's SRE policy and Child Protection Policy. Any nurse working within the Academy will be guided by the Fraser Guidelines that provide guidance for health professionals.

The Principal or the Designated Safeguarding Lead (DSL) will have a discussion with any health professional or other adult before they meet with a pupil. This is to ensure they are familiar with the Academy's SRE policy and expectations regarding correct practice and the Academy's procedure for responding to issues, including those that may relate to Child Protection matters. Staff should ensure that pupils understand that they are not always in a position to guarantee confidentiality.

Staff should ensure they are fully aware of the Academy's procedures in dealing with Child Protection issues.

## **8. Equal Opportunities (applicable to primary and secondary SRE)**

In our Academy we have a commitment to ensure that our programme is relevant to all pupils and is taught in a way that is age and stage appropriate.

SRE will be delivered equally to both genders, normally in mixed classes. There are, however, certain topics that may be delivered in single sex groupings e.g. menstruation and personal hygiene.

## **9. Methodology and Approach**

Staff should make it explicit that lessons will cover essential knowledge as well as the opportunity for reflection and discussion. It is important that teachers can present the course information with a sense of openness and that the opportunity for pupils to ask questions is there. Staff should try to respond to pupils' questions having in mind that SRE should be given with a view of encouraging moral considerations and the value of family life.

Homosexuality does not feature as a topic in itself within the Life Skills programme but there is acknowledgement that homosexual relationships exist. References to the physical aspects of relationships should be avoided in discussion.

## **10. Parents' Right to Withdrawal (applicable to primary and secondary SRE)**

Parents have the right to withdraw their child(ren) from all or part of the SRE programme that is not included in the Programme of Study for the Science National Curriculum. Any parent wishing to withdraw a child from the programme should inform the Principal, in writing, of their decision. Pupils who are withdrawn will be accommodated separately and will be set appropriate, alternative work to complete.

## **11. Monitoring, Evaluation and Complaints (applicable to primary and secondary SRE)**

Monitoring and evaluation of the SRE programme is the responsibility of the Principal.

This policy will be reviewed regularly and parents will be consulted as appropriate about any significant changes. Should any parent wish to view the materials used in lessons prior to their child receiving sex and relationships education, they should contact the Academy to request this.

Should parents have any complaints regarding the application or implementation of this policy, they should follow the usual Academy complaints procedure available on the Academy website or from the Academy office.

## **12. Teacher and Student views**

Student and staff views are reflected in this document. Although it operates within the current statutory guidance, at Purple Oaks Academy, this policy will be strengthened by listening to the opinions of staff and students as to how to effectively deliver RSE in a purposeful way which takes students needs and SEND into account.