OASIS COMMUNITY LEARNING
SEX AND RELATIONSHIPS AND EDUCATION (SRE) POLICY

April 2019
Document Control

Changes History

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<td>All OCL Principals</td>
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Approvals

This document requires the following approvals.

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<td>John Murphy</td>
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<td>April 2019</td>
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National/Local Policy

☒ This policy must be localised (see instructions on page 7)
☐ This policy must not be changed, it is a National Policy.

Position with the Unions

Does the policy require consultation with the National Unions under our recognition agreement?
☐ Yes
☒ No

If yes, the policy status is:
☐ Consulted and Approved
☐ Consulted and Not Approved
☐ Awaiting Consultation

Distribution

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<td>All Executive, Lead Principals and the OCL National Education and</td>
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Introduction and Aims

Oasis Community Learning is committed to helping young people develop loving and respectful relationships and a responsible attitude to intimacy and sex. The Oasis Ethos should be at the heart of all teaching on relationships and sexual health, including the commitment to promoting healthy and positive relationships, treating everyone equally and respecting differences. Oasis recognises the reality and legitimacy of human diversity and is committed to providing sex and relationship education which values this diversity. Oasis also recognises that it has an obligation to combat homophobia and transphobia, which affects the lives of many lesbian, gay, bisexual and transgender (LGBT) and non-LGBT people.

The aims of the sex and relationships education policy (SRE) are:

- to clarify the provision of SRE to all students;
- to set out the statutory provisions;
- to ensure that the SRE provided by the Academy supports the personal and social development of all students;

This policy statement is designed to be complementary to, and supportive of, the role of parents/carers in educating their children about sexuality and relationships. It recognises that the prime responsibility for bringing up children rests with parents and carers, though it equally recognises that the focus of sex and relationships education must be the well-being of students and the provision of accurate, objective and appropriate information.

The policy is based on the belief that SRE is an integral part of the learning process, beginning in childhood and continuing into adult life;

- Should be provided for all children and young people including those with physical, learning or emotional difficulties;
- Should encourage consideration of values, moral issues, sexuality, personal relationships and the development of communication and decision-making skills; and
- Should foster self-esteem, self-awareness, a positive body-image and the skills to avoid and resist unwanted sexual experiences and a sense of moral responsibility.

SRE involves a combination of sharing information, and exploring issues and values.

**SRE is not about the promotion of sexual activity.**

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Oasis Community Learning is aware that revised DRAFT Relationships Education, Relationships and Sex Education (RSE) and Health Education will come into place in September 2020.

A set of useful “frequently asked questions” has been added to this policy as an appendix to this policy in preparation for September 2020.

Until this time, OCL follows the DfE guidance from 2000.
Statutory requirements

SRE is not compulsory in primary or secondary Academies. Academies do not have to follow the National Curriculum and are therefore not required to teach the elements of sex education in the science curriculum. However, In OCL, we teach SRE and have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

In OCL, we teach SRE as set out in this policy.

Policy development

Academies should consult parents and stakeholders when creating an SRE policy. Policy development process could involve the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all Academy staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy and relevant resources
4. Student consultation – we investigated what exactly students want from their SRE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

Delivery of SRE

SRE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of SRE are taught within the science curriculum, and other aspects are included in religious education (RE). Students may also receive stand-alone sex education sessions delivered by a trained health professional.

Across all Key Stages, students will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.
Roles and responsibilities

The CEO

The CEO will approve the SRE policy, on behalf of the Trustees. The CEO will hold Regional Directors to account for its implementation.

Principals

Principals are responsible for ensuring that SRE is taught consistently across the Academy, and for managing requests to withdraw students from [non-statutory/non-science] components of SRE.

Staff colleagues:

Staff are responsible for:

- Delivering SRE in a sensitive way
- Modelling positive attitudes to SRE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the [non-statutory/non-science] components of SRE

Staff do not have the right to opt out of teaching SRE. Staff who have concerns about teaching SRE are encouraged to discuss this with the Principal.

Students

Students are expected to engage fully in SRE and, when discussing issues related to SRE, treat others with respect and sensitivity.

Parents’ right to withdraw

We are aware that the primary role in young people’s sex and relationships education lies with parents and carers. We wish to build a positive and supporting relationship with the parents and carers of young people in our Academies through mutual understanding, trust and co-operation.

Parents have the right to withdraw their child from part of the sex and relationships education, but not that part covered in the statutory Science curriculum.

If a parent wishes their child to be withdrawn from any aspect of sex and relationship education, they should discuss this with the Principal or appropriate senior leader, and make it clear which aspects of the programme they do not wish their child to participate in.

The Academy always complies with the wishes of parents in this regard and will provide appropriate sources of information for parents who wish to withdraw their children.

Alternative work will be given to students who are withdrawn from SRE.
Confidentiality

- Teachers cannot offer unconditional confidentiality
- Students should be encouraged to talk to their parents and given support to do so
- If the teacher has any child protection concerns, they will share these with the Academy’s DSL.

Inclusion

We intend our policy to be sensitive to the needs of different groups of students. We will respond to parental requests and concerns.

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

Training

Staff are trained on the delivery of SRE as part of their induction and it is included in Academy professional development.

The Principal may invite visitors from outside the Academy, such as school nurses or sexual health professionals, to provide support and training to staff teaching SRE.

Monitoring arrangements

The delivery of SRE is monitored by the Principal and senior colleagues. This could include monitoring arrangements, such as planning scrutinies and learning walks.

This policy will be reviewed by the National Education Team regularly. At every review, the policy will be approved by the CEO.

SRE curriculum: (Sex and Relationship Education Guidance. 2000)

Primary Academies:

All primary Academies should have a sex and relationship education programme tailored to the age and the physical and emotional maturity of the children. It should ensure that both boys and girls know about puberty and how a baby is born – as set out in Key Stages 1 and 2 of the National Science Curriculum. Section 3 gives further information on what should be taught at these stages and how this should be rooted in the PSHE framework.

All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes. In the early primary school years, education about relationships needs to focus on friendship, bullying and the building of self-esteem.

Meeting these objectives will require a graduated, age-appropriate programme of sex and relationship education. Teaching methods need to take account of the developmental differences of children and the potential for discussion on a one-to-one basis or in small groups.
Academies should set a framework for establishing what is appropriate and inappropriate in a whole-class setting. Teachers may require support and training in answering questions that are better not dealt with in front of a whole class.

It is important that the transition year before moving to secondary schools supports students’ ongoing emotional and physical development effectively. As well as consulting parents more generally about the Academy’s overall policy, primary Academies should consult with parents before the transition year about the detailed content of what will be taught. This process should include offering parents support in talking to their children about sex and relationships and how to link this with what is being taught in the Academy.

Academies should have clear parameters on what children will be taught in the transition year before moving to secondary school. This should include:

- changes in the body related to puberty, such as periods and voice breaking;
- when these changes are likely to happen and what issues may cause young people anxiety and how they can deal with these; and
- how a baby is conceived and born

**Secondary Academies**

Secondary Academies should include in their policy details on how they provide a programme as part of the PSHE framework in addition to the National Science Curriculum topics. Academies should set sex education within a broader base of self-esteem and responsibility for the consequences of one’s actions.

Academies should set a framework for establishing what is appropriate and inappropriate in whole-class setting and how to deal with individual questions. Secondary Academies should:

- teach about relationships, love and care and the responsibilities of parenthood as well as sex;
- focus on boys as much as girls;
- build self-esteem;
- teach the taking on of responsibility and the consequences of one’s actions in relation to sexual activity and parenthood;
- provide young people with information about different types of contraception, safe sex and how they can access local sources of further advice and treatment;
- use young people as peer educators, e.g. teenage mothers and fathers;
- give young people a clear understanding of the arguments for delaying sexual activity and resisting pressure;
- link sex and relationship education with issues of peer pressure and other risk-taking behaviour, such as drugs, smoking and alcohol; and
- ensure young people understand how the law applies to sexual relationships
More specifically this will include:

- Both boys and girls should be prepared for puberty.
- Girls should be prepared for menstruation before their periods start.
- Young people need access to, and precise information about, confidential contraceptive information, advice and services.
- Young people need to be aware of the moral and personal dilemmas involved in abortion and know how to access a relevant agency if necessary.
- Young people need to be aware of the risks of STIs including HIV and know about prevention, diagnosis and treatment.
- Young people need to know not just what safer sex is and why it is important but also how to negotiate it with a partner.

**PSHE**

“Personal, social, health and economic (PSHE) education is an important and necessary part of all students’ education. All Academies should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

**PSHE is a non-statutory subject.** To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their students and do not need additional central prescription.” *DfE September 2013*

PSHE focuses on three core themes:

- Health and Wellbeing
- Relationships
- Living in the Wider World

**Pastoral Support**

All students will have access to pastoral support, both in primary and secondary phases. There should be a clear duty of care in counselling and advice to individual students, particularly with regard to their sexual behaviour, orientation or identity. It will require skilled judgement to know when to counsel and when, and how, to refer for specialist counselling and support.

**Links with other policies**

This policy is linked to the following policies:

- OCL Safeguarding policy
- OCL Anti-bullying policy
- OCL SEND policy
- OCL Learning Policy
- OCL Physical Intervention Policy
- OCL Staff Code of Conduct Policy
- Oasis Nine Habits
- OCL Student Equality and Diversity Policy
FAQs: Relationships Education, RSE and Health Education

The Department for Education is introducing compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020. Also, from September 2020 it will be compulsory for all schools to teach Health Education. Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society.

Throughout our engagement process as we develop this curriculum, we have heard a number of wide ranging concerns. Below, we have explained some of the common misconceptions around the subjects.

Q: Will my child’s school have to consult with me before teaching these subjects?

Schools will be required to consult with parents when developing and reviewing their policies for Relationships Education and RSE. These policies must be published online, and must be available to any individual free of charge. Schools should also ensure that, when they consult parents, they provide examples of the resources they plan to use.

Q: Will my child will be taught sex education at primary? This is too young.

A: We are not introducing compulsory sex education at primary school.

We are introducing Relationships Education at primary, to put in place the building blocks needed for positive and safe relationships of all kinds. This will start with family and friends, how to treat each other with kindness, and recognising the difference between online and offline friendships.

Some primary schools choose to teach sex education (which goes beyond the existing national curriculum for science), and in those instances we recommend you discuss this with the school to understand what they propose to teach and how. If you continue to have concerns, you have an automatic right to withdraw your child from these lessons.

Published: March 2019
**Q:** Does the new Relationships Education and RSE curriculum take account of my faith?

**A:** The subjects are designed to help children from all backgrounds build positive and safe relationships, and to thrive in modern Britain. In all schools, when teaching these subjects, the religious background of pupils must be taken into account when planning teaching, so that topics are appropriately handled. Schools with a religious character can build on the core content by reflecting their beliefs in their teaching.

In developing these subjects, we have worked with a number of faith organisations and representative bodies. Schools can also consider drawing on their expertise when delivering these subjects.

**Q:** Do I have a right to withdraw my child from Relationships and Sex Education?

**A:** Parents will have a right to withdraw their child from sex education delivered as part of RSE, which unless there are exceptional circumstances, should be granted up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education, the school should make arrangements for this to happen in one of the three terms. There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

**Q:** Has the government listened to the views of my community in introducing these subjects?

**A:** A thorough engagement process, involving a public call for evidence and discussions with over 90 organisations, as well as the public consultation on the draft regulations and guidance, has informed the key decisions on these subjects. The consultation received over 11,000 responses from teachers, schools, expert organisations, young people and parents – these responses have helped finalise the statutory guidance as well as the regulations that have been laid and will be subject to parliamentary debates.

**Q:** Will these subjects promote LGBT relationships?

**A:** Pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference, and educate pupils about healthy relationships. RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law.

Pupils should receive teaching on LGBT relationships during their school years. We expect secondary schools to include LGBT content and whilst there is no specific requirement to teach about LGBT in primary schools, they can cover LGBT content if they consider it age
appropriate to do so. This would be delivered, for example, through teaching about different types of family, including those with same sex parents.

**Q: Will teachers receive training before delivering these subjects?**

**A: The department is committed to supporting schools to deliver these subjects to a high standard. We know that training is a priority for teachers and we will be consulting with teachers, trade unions and other key stakeholders over the coming months on how we structure the training.**

In addition, we will be encouraging schools to act as early adopters for this curriculum and to start teaching the subjects from September 2019. To help early adopter schools, we will provide further advice on how they can improve their practices. Lesson learned from the early adopters and best practice from schools will be shared with all schools from September 2020.