

Oasis Academy Silvertown

Policy for Relationships and Sex Education

Definition and Aims:

According to the statutory guidance provided from the DfE the purpose of the statutory Relationships and Sex Education (RSE) is:

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

The RSE curriculum at Oasis Academy Silvertown aims to meet this purpose laid out by the Government and prepare our young people for a happy and successful adult life.

RSE includes Relationships Education, Sex Education and Health Education, as defined below:

- Relationships Education prepares young people to have healthy relationships in all areas of their life including family, friends and school.
- Sex Education discusses intimate and sexual relationships and sexual health.
- Health education includes mental wellbeing, physical health, drugs, alcohol and tobacco and the changing adolescent body.

Teaching:

RSE is delivered as part of the PSHE curriculum in year groups during Learning Coaching time in the morning by Learning Coaches. In addition to the specific sessions listed below, students will discuss healthy, non-sexual relationships in a variety of PSHE and character development sessions throughout the year in their mixed age Coaching groups.

Content:

| Year | Topics |
|---|---|
| 7 (Health Education) | Changes in Puberty Managing Feelings in Puberty |
| 8 (Relationships and Sex Education) | Relationships - what is important and stages of a relationship Sexting Conception Contraception |
| 9 (Relationships and Sex Education) | Sexual exploitation Consent STIs and sexual health Contraception |
| 10 (Relationships and Sex Education) | The media, pornography and self esteem Assertiveness skills Healthy relationships Accessing sexual health services |

| Year | Topics |
|---|---|
| 11 (Relationships and Sex Education) | Consent Safer sex Pregnancy Parenting Sexual bullying |

Monitoring and Evaluation:

SRE is monitored and evaluated through observations and student and teacher surveys by the academy lead for PSHRSE and by the Principal through line management of this member of staff.

Withdrawal process:

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 (RSE) **compulsory** for all pupils receiving secondary education.

Parents will be able to withdraw their child (following a discussion with the school) from any or all aspects of **Sex Education**, other than those which are part of the science curriculum.

Health and Relationships Education remains compulsory for all students.

This process for withdrawal from Sex Education applies up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms.

The process for withdrawing a child from Sex Education takes place during the Home Academy Agreement discussion meeting. These meetings are held when a student joins the school and at the start of each academic year. Parents/carers wishing to withdraw their child from SRE will have an opportunity to raise this during this meeting. Parents will then be contacted by a member of the academy leadership team to discuss this further.

Equality:

Under the provisions of the Equality Act 2010, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Students are therefore taught about different types of relationships and identity as equal and are taught to respect the identity and choices of others. Students are also taught in mixed gender groups in order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on pupils based on their gender or any other characteristic.

High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility for students with SEND. Extra sessions will be considered where appropriate to ensure adulthood outcomes as set out in the SEND code of practice are met.

Review:

This policy was produced by the PSHRSE lead.

The consultation and policy development process involves the following steps:

- Review – a member of staff or working group pulls together all relevant information including relevant national and local guidance
- Staff consultation – all school staff are given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties are invited to attend a meeting about the policy
- Pupil consultation – investigate what exactly students want from their RSE
- Ratification – once amendments are made, the policy is agreed with the Regional Director

It will be reviewed annually by the leadership team and updated accordingly. Next review date July 2021.

The policy is approved by the Principal.