



Title	A18 Sex and Relationships Education Policy
Purpose	To describe the way in which Sex & Relationships Education will be taught at Oak Lodge School
Relevant to	Governors, Classroom Staff
Responsible Officer	Assistant Headteacher (Autism)
Introduced	10/2010
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Related Policies	A5 Bullying & Harassment Guidelines A7 Safeguarding A9 Curriculum Policy A10 Equality & Diversity Policy B1 Policy on Policies
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1. Aims

The aims of sex and relationship education (SRE), also referenced as 'myself and healthy relationships' (MRE) at Oak Lodge School are to:

- Provide a framework in which sensitive discussion can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Develop a positive and realistic self-understanding & self-image
- Make safe choices and understand each other's rights
- Recognise, tolerate and respect difference
- Respect self and others
- Foster positive attitudes and values
- Communicate effectively & assertively with others
- Develop the skills, understanding and attitudes to enable them to become confident and competent members of their communities
- Develop moral, social and cultural understanding
- Teach students the correct vocabulary to use when describing themselves and their bodies.
- Help students to understand their bodies, emotions, sexual feelings and behaviour, so that they can lead fulfilling and enjoyable lives
- Develop skills (language, decision making, choice, assertiveness), which are necessary in a range of situations
- Teach strategies, which reduce the risk of exploitation, misunderstanding and abuse
- Provide students with access to knowledge and understanding regarding safe sexual relationships and raise their self-esteem and confidence
- Explore the notion and nature of prejudice and promote tolerance and respect for all aspects of difference

2. Introduction

[A rationale for Sex and Relationship Education \(SRE\)](#)

'A caring and developmental SRE programme needs to be more than just biology and the fundamentals of reproduction. Young People want reassurance about their body image, behaviour, feelings and relationships. They also need knowledge and skills

appropriate to their level of maturity and developmental needs.’ ([Article 3, 28 and 29 United Nations Conventions on the Right of the Child](#))

Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Some students and their parents or carers frequently say that sex and relationships education was ‘too little, too late and too biological’. Ofsted reinforced this in their 2013 [Not Yet Good Enough report](#).

SRE plays a vital part in meeting schools’ safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships. For some of our students due to their limited capacity to understand concepts such as ‘keeping safe’ our students require some elements to be reinforced and revisited with an emphasis on the notion of ‘public and private’ and ‘consent’.

Sex and Relationships Education, through the Myself and Healthy Relationships curriculum, will also address the spiritual, moral, cultural and physical development of students and will emphasise responsible and healthy choices students should be taught to make. A comprehensive programme of SRE provides accurate and factual information about the body, reproduction, sex, and sexual health. It also gives young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe including use of the internet.

[Ethos for delivery of SRE and MRE](#)

The moral values and framework within SRE will be taught at Oak Lodge School reflects the aims and ethos of the school so that we provide a secure and caring environment that respects each person’s dignity and trust. We recognise the importance of including parents and carers and will keep them informed of key issues that may arise from taught sessions, sharing with them any resources including visual supports in the home.

3. The Sex and Relationships Education Programme

In collaboration with students, parents/carers and external agencies, we aim to deliver a differentiated education programme, which takes into account the communication, needs, social reasoning, cognitive ability and all other aspects of a student’s emotional and physical development.

SRE and MRE will be taught school-wide as part of the school’s curriculum offer. The curriculum is based around five key overlapping and interconnected themes; private/public, body awareness, puberty, relationships and sexual health. These themes, whilst being developmentally ascending in complexity, do inter-relate and form the basis for the content of units of work across the school.

Many aspects of the SRE/ MRE curriculum can be taught in a cross curricular way for example addressing privacy issues in swimming or PE.

Students will be taught at developmentally differing levels of the curriculum; therefore, teachers are encouraged to deliver learning that is relevant to the students developmental, emotional and cognitive level, this may mean for some classes there is a need to work with smaller differentiated groups so that the needs of all students are met.

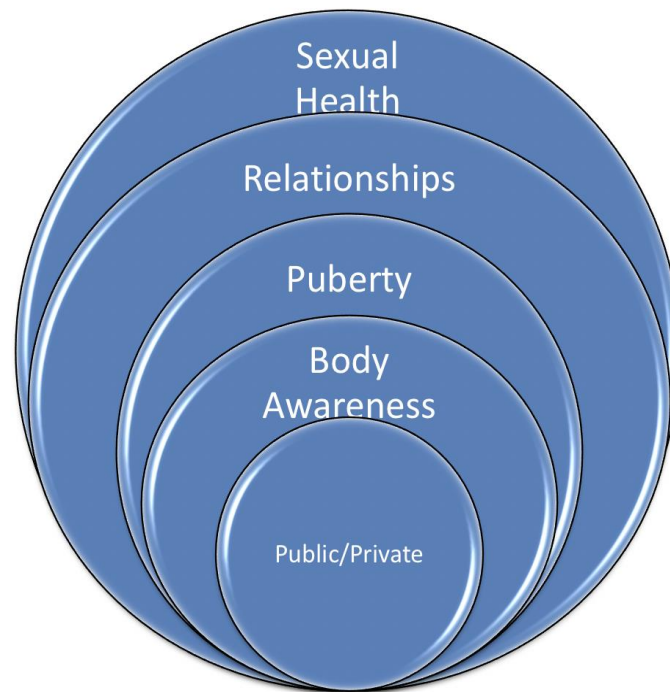
This is especially relevant for those individuals who are at pubescent stage of development but cognitively at a much lower level of understanding.

Table 1. shows the taught curriculum topics that are developmental as indicated in diagram 2.

Table 1.

Unit 1: Public/Private	Unit 2: Myself & My Body
<ul style="list-style-type: none"> • Body awareness • Public/private parts of the body • Where can I touch? Where can others touch me? • Public/private places at home, school and elsewhere • Public/private activities • Behaviours in public/private • Important people to me 	<ul style="list-style-type: none"> • Public/private • Body parts and terminology • Describing and comparing parts of the body • Puberty and change • Coping with change • Hygiene
Unit 3: Growing and Changing	Unit 4: Relating to Others
<ul style="list-style-type: none"> • Public/private • My body; names and functions of reproductive organs • Puberty: masturbation, wet dreams, periods • Relationships: girlfriends/boyfriends, dating, mutual consent, sexuality 	<ul style="list-style-type: none"> • Different types of relationships • Consent, sexuality and rejection • Changing relationships • Saying ‘no’ • Male/female anatomy • Menstruation, erections, wet dreams, masturbation • Sexual Health

Diagram 2.



4. Delivery of SRE including specific issues for those with an autism spectrum condition.

Aspects of the SRE/ MRE curriculum will be taught in form groups as part of the planned PSHE program or Science program or some overlapping with a program for RE. However, there will be a set weekly timetabled session for the delivery of SRE for each class that may be linked to an externally assessed and accredited course.

An appropriate balance of individual and group teaching will ensure that each student gains skills and understanding appropriate to their age and ability. The curriculum offer will include opportunities for our students to learn about diversity and difference and that this is to be celebrated in relation to family structures, disability and sexuality.

The correct terminology should always be used for body parts and to support out students with language processing difficulties, the use of appropriate visual systems to teach and re-inforce concepts such as line drawings, symbols or animated material could

be used. Any visual material (eg. video) with sexual content should be discussed and approved by a senior member of staff before use. Parents will be consulted and given the opportunity to express any concerns regarding use of materials. It is not appropriate to use photos in this context unless it is to cover areas such as feelings and emotions.

Teachers will be flexible with groupings, for example all girls or all boys, however be mindful that for some autistic students they may have unusual interests and lack of inhibition when discussing private matters, which could provoke teasing from more socially aware non-autistic peers. This should be taken into account when arranging groupings be mindful that ASC and Complex Needs are a more appropriate grouping-see Autism Staff Handbook for further information.

In many cases a non-autistic adolescent peer group may not be the best source of role models as information can be misunderstood. It is possible that the vulnerability and uncertainty of the individual with an ASC may be exploited by some peers. This makes the teaching and development of understanding of SRE all the more important for our young people with an ASC.

Misunderstood or overestimated unfulfilled sexual interest may turn into a kind of obsession, reflected in fixed behaviour towards others that might appear as dysfunctional or 'stalking' behaviour but is indicative of a lack of social understanding and an inability to relate to others.

Form tutors will usually be responsible for delivery of SRE / MRE to their class as they have direct pastoral link with students and know them best. Nominated staff may also deliver taught sessions of SRE, where this is the case it is important there is consistency of approach in relation to any sensitive issues.

It is acknowledged that this area of work may be difficult for some staff members so any person who is uncomfortable with agreed programs should discuss with a member of the Extended Leadership Team.

Autistic students have the same rights as all students to form positive relationships, to have privacy and dignity to express themselves as sexual beings and to be protected from harm. Programs will be slightly different using a different scheme of work for autistic students due to their very different social and emotional competences. Oak Lodge has a large population of students with an Autism Spectrum Condition. Significant impairment in social reasoning, relating to others, verbal/non-verbal communication, and flexibility of thought will have a profound effect on all aspects of learning that comprise sex and relationships education.

For these students, all teaching should be informed by an understanding of autism. The teacher should consider a methodology that is highly structured and individualised using concrete strategies including using highly visual concrete resources. There is likely to be some confusion generated when using role-play due to difficulties autistic students have reading thoughts and intentions of others and grasping difference between fantasy and reality.

Autistic students will have limitations in grasping concepts due to their inability to pick up on expected social behaviour, they do not learn incidentally from others through social interaction or through the media. They will need to be specifically taught in a concrete and clear way, using rules and lists.

Often autistic students experience difficulties in establishing interpersonal relationships, have limited vocabulary to express their feelings and limited non-verbal understanding, but they do have a strong desire to form relationships. The implication of this being they may seek out inappropriate ways of having relationships having little awareness of consent unless explicitly taught. It is essential that autistic students have regular teaching of public and private and the notion of consent if they are at the developmental stage to understand this concept. Failure to teach appropriate social interactions could lead to serious safeguarding concerns.

5. Statutory Requirements

Academies do not have to follow the National Curriculum and as such, are not obliged to teach SRE. If academies do teach SRE, they are required by their funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Oak Lodge School we deliver the National Curriculum and as part of our core curriculum offer we will teach SRE in line with the information set out in this policy. Schools maintain a statutory obligation under the [Children Act \(2004\)](#) to promote their students' wellbeing, and under the [Education Act \(1996\)](#) to prepare children and young people for the challenges, opportunities and responsibilities of adult life.

A comprehensive SRE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve and can play a crucial part in meeting these obligations. Under [Section 3.6 of the National Curriculum](#), SRE is compulsory from Year 7 onwards.

Figure 2 – Statutory teaching of religious education and sex and relationship education

	Key stage 1	Key stage 2	Key stage 3	Key stage 4
Age	5-7	7-11	11-14	14-16
Year groups	1-2	3-6	7-9	10-11
Religious education	✓	✓	✓	✓
Sex and relationship education			✓	✓

6. Policy Development

The SRE policy has been developed in consultation with staff, pupils and parents. We have reviewed and consulted on all aspects of the legal framework for delivery of SRE and in collaboration with those responsible for teaching and learning at Oak Lodge School to ensure we are meeting stated objectives for our student’s outcomes in their Educational Health and Care Plans. We have been respectful of the diverse school community and have therefore consult with parents and carers prior to teaching modules from the SRE / MRE curriculum. Once amendments are made to this Policy and agreed we will share with Governors and ratified. This policy is to be reviewed regularly in accordance with Governor’s Policy B1.

7. Definition

SRE is about the emotional, social and cultural development of students. It involves learning about body awareness, changes to body and emotions, healthy lifestyles, gender, relationships and sexual health. SRE/MRE involves a combination of sharing information and exploring issues and values.

8. Roles and Responsibilities

The governing body will approve the SRE policy and ensure its implementation. The Headteacher and members of the Extended leadership team will ensure SRE is taught consistently across the school, where appropriate respondin to and arranging requests to withdraw students from the non-statutory non-science components of the SRE Program (**see section 9 parents’ rights to withdraw**).

Staff are responsible for:

- Delivering SRE in a sensitive way

- Modelling positive attitudes throughout the delivery of the SRE program
- Monitoring progress
- Responding appropriately to the needs of individual pupils
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory/non-science components of SRE

Staff who have concerns about teaching SRE are encouraged to discuss this with senior leaders. Students should be taught to respond sensitively to their peers treating them with respect and dignity.

9. Parents Right to Withdraw

Parents have the right to withdraw from components of SRE. Parents requests should put in writing and a copy noted on the students PLP and letter held in students record. A parent wishing to exercise this right is invited to see the Headteacher or member of the extended leadership team who will explore with parents the possibilities of adjusting the programme or approach and will discuss any impact that withdrawal may have on the student. Once a student has been withdrawn they cannot take part in sex and relationships education until the request for withdrawal has been removed, therefore alternative arrangements will need to be made.

10. Staff and Training

Staff will receive training on SRE as part of their continued professional development Heads of Department are responsible for overseeing the delivery of Sex and Relationship Education within their department and are the first point of call for any staff with concerns, purchase and budget queries, curriculum content and delivery.

The Assistant Heads for Autism and Additional Needs should be available to provide more specialist advice on all planning, implementation and delivery of the SRE program for all staff.

It is recognised that staff delivering sex and relationship education will require training on the curriculum content and this will be done through individuals attending whole-school training programme. Given the sensitivity of SRE, the Extended Leadership Team will work together to ensure staff are fully supported in terms of supervision and in professional development.

11. Assessment and Evaluation

Evaluation is concerned with the appropriateness of content and the effectiveness of the methodologies used in achieving the learning objectives. Both assessment and evaluation are collaborative processes between young people and staff. Regular formative assessment should be used throughout delivery of a unit of work and more summative assessment made via the Olaf or B Squared assessment system or through an applicable qualification's assessment procedures.

Many aspects of Social Emotional Growth will be tracked via the SCERTS Assessment Process – SAP on analysis of progress made towards the 8 quality indicators from SCERTS.