

# **GRESTONE ACADEMY**

## **SEX AND RELATIONSHIPS EDUCATION POLICY**

Draft 1/10/2013

### **What is Sex and Relationships Education?**

“It is lifelong learning about physical, moral and emotional development. It is about understanding 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.” [Sex and Relationships Education Guidance ref DfEE 0116/2000]

### **Links to Other Policies and Documentation**

The SRE policy, with the Drugs Education Policy, forms part of the PSHE policy.

See also

Child Protection, Equal Opportunities, Confidentiality, Health and Safety, Behaviour.

The Policy references:

DfEE Guidance for Schools [0116/2000]

OfSTED ‘Sex and Relationships’ [2002]

### **Aims and Objectives**

Sex and Relationships Education within our school aims to provide opportunities for pupils to develop the skills, knowledge and understanding they need to lead confident, healthy, independent lives and become active and informed citizens.

Information will be delivered in an accepting and honest way, which enables young people to contribute, and as deemed age-appropriate.

Parents will be fully informed of policy and practice.

SRE will focus on:

#### **Attitudes and Values**

- Learning about the values of family life and stable relationships.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- 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 understanding of differences and with the absence of prejudice.

- Providing opportunities for young people to develop the ability to understand the consequences of their decisions and actions, and to manage conflict.

### **Knowledge and Understanding**

- Information about healthier, safer lifestyles
- Physical development
- Emotions, relationships and reproduction.

### **Curriculum Content**

In Key Stage 1, the focus will be on children being able to understand the importance of:

- Self esteem
- The concept of growth and change
- Showing respect
- Relationships – family, friends; understanding others and respecting difference
- Feelings
- Knowing the correct names for the external parts of the body, including sexual parts
- Personal hygiene
- Knowing places that are safe and where to go for help
- Making safe choices – saying no, when to keep a secret, when to tell
- Knowing that we have rights over our own bodies.

In Key Stage 2

- Life changes
- Self esteem
- Respect for their own and others bodies
- Recognising risk/making safe choices – who has access to their bodies?
- Resisting unwanted peer pressure
- The influence of the media
- How to access help
- Feelings and emotional change (linked to puberty)
- Bullying
- Relationships (family, friends, love, marriage)
- Understanding differences
- Preparation for sexual maturity and the process of conception and birth
- How changes at puberty affect bodily hygiene

### **Organisation and Delivery**

The Healthy Schools Coordinator is responsible for co-ordinating the policy and curriculum content. SRE will be taught to (class groups/mixed ability sets), with

provision for single-sex groups as appropriate, and will be delivered as a rolling programme. There is a cohesive, spiral curriculum running from (Year 1 to Year 6) The school nurse will be invited to support the delivery of the SRE curriculum.. Parents have the right to withdraw their children from any SRE that falls outside of the statutory curriculum (Education Act, 1996-they cannot withdraw from human reproduction as in NC Science, for example. Any parents expressing concerns will be invited into to school for discussions with the head teacher and teacher responsible for delivering the programme, and to view materials and resources. Should they still decide to exercise this right school will make provision for the supervision of the child. The parent will be advised that they have an obligation to provide the information at home using information available from the DfES. Teachers will answer pupil questions appropriately and using their professional judgement, in line with this policy. There is no expectation that any teacher delivering SRE will automatically answer pupil questions, as this may infringe personal boundaries. However, in this instance, pupils will be advised to talk to their parents, another member of staff, or advised as to where they may be able to access information e.g. help lines, websites, leaflets etc. The programme will be monitored as an ongoing part of the process by both teaching staff and pupils.

### **Monitoring and Evaluation**

Both the policy and classroom delivery will be monitored and evaluated as part of the regular cycle of self review.

Procedures will include:

- evaluation by pupils of both individual sessions and the whole programme focussing on learning outcomes and appropriate delivery
- departmental evaluation of the programme.

The policy will be reviewed, after consideration of all of the above, at least every two years and ratified by the full governing body.