

The Rydal Academy

Policy on Sex and Relationships Education (SRE)

Accepted by: The Rydal Academy LGB June 2016

Approving Body : Local Governing Body

Committee : LGB

Review Cycle: 3 years

Last reviewed: June 2016

Date for next review: July 2019

Statement on Sex and Relationship Education.

Sex and relationship Education is an integral part of our Social skills programme, an area which is considered important throughout our school.

We believe that sex and relationship education is an ongoing process, which should start in the home and continue at school. This process should happen in partnership with parents. A positive effort has and will continue to be made to inform and involve parents.

Formulation of this policy

This policy is the result of consultation. Opinions have been sought and considered, from a wide range of sources. These include teaching staff, governors, parents and school nursing service.

From this consultation a consensus on what we feel is meant by SRE and how it should be taught in school has been reached.

A copy of this policy is available at all times in the Head teacher's office for parents or other interested parties to view. Parents are made aware of this through the school brochure and on the school website.

This policy will be reviewed periodically.

The school's programme of sex and relationship education will be embedded within the school's Social skills curriculum and will help children to respect themselves and others. The programme is tailored to the age and the physical and emotional maturity of the children and is delivered by school staff and other invited professionals.

Parents have the right to withdraw their children from all or part of any sex education provided but not from the biological aspects of human growth and reproduction provided under **National Curriculum Science**.

Definition

Sex and Relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, family life, respect, love and care. It is also about the teaching of sex, sexuality and health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

Rationale

At The Rydal Academy we believe that our Social skills and Science education can help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent, productive lives and to become informed, active and responsible citizens. It is an intrinsic part of the physical, intellectual and emotional growth of an individual.

Aims

- To provide a secure, sensitive and caring framework where learning and discussion can take place.
- To provide information which is easy to understand, relevant and appropriate for the needs, age and maturity of the pupils.
- Encourage the use of correct vocabulary.
- To foster self worth and awareness, together with a sense of moral responsibility.
- To help the children to acquire and practise important life skills such as critical thinking, decision making, communication and assertiveness.
- To ensure that sex and relationships education is available to all children regardless of gender, ability, cultural or religious background in line with the school's policy on equal opportunities.

Provision

Sex and Relationship teaching will be delivered through the National Curriculum Science where children are required to learn

Key Stage 1

- That animals including humans, move, feed, grow, use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can produce offspring and these grow into adults
- To recognise the similarities between themselves and others and treat others with sensitivity

Key Stage 2

- That the life processes common to humans and other animals include nutrition growth and reproduction
- The main stages of the human life cycle

SRE will normally be taught as part of our social skills or science lessons. It will be taught by class teachers and in the case of Years 5 and 6 there will also be input from the school nurse who will deliver the Year 5 and 6 Puberty pack.

Resources and expertise from appropriate outside agencies may be utilised alongside teaching staff within the framework of this policy.

SRE and its implementation will be monitored by the Social skills coordinator.

Teaching and learning approaches

A wide variety of teaching and learning approaches will be used to teach SRE. These will include at appropriate times:

- Use of circle time
- Discussions
- Drama/role play
- Games
- Problem solving
- Working alone, in pairs or larger groups of children and with children they may not normally work with
- Involvement of visitors to work with the children i.e. the school nurse

Ground rules for discussion excluding personal questioning of staff or pupils will be established.

We shall attempt to deal with questions in a sensitive, open, frank and matter of fact way.

Questions concerning same sex relationships, sexually transmitted diseases and contraception will be answered if raised.

Difficult or explicit questions do not have to be answered directly. Teachers will use their own discretion in these situations.

Most groups will be mixed gender but if felt more appropriate, single sex or mixed age groups may be formed.

Child Protection

All staff have an awareness of the child protection policy and procedures.

Staff Support and Development

It is appreciated that some staff may feel less comfortable with this area of the curriculum. All staff will be supported with appropriate training and support and if preferred, alternative staff or visiting professionals may be asked to deliver the curriculum.

Governing Body

We have a governor responsible for the Curriculum which includes SRE.

Monitoring and Evaluation

The social skills coordinator will monitor coverage and the effectiveness of this policy within the framework of the school monitoring timetable.