

WATFORD GRAMMAR SCHOOL FOR BOYS



SEX & RELATIONSHIPS EDUCATION POLICY

Based on current guidelines (published 2000)

Purpose

A key aim of the school is that each pupil will develop the skills and knowledge to make decisions. Decisions about how they relate to others can only be made if they have adequate knowledge and understanding of their own physical and emotional development. This is not a task for the school in isolation, and we seek to work with parents to ensure that the teaching of sex education reflects their expectations and complements teaching at home.

Main ECM outcomes: Be healthy; Stay safe; Enjoy and achieve

Who was consulted?

This policy is available to parents and the wider community. Should parents request so, they will be able to look at the teaching materials involved in the delivery of SRE. Parents are able to withdraw their son from the SRE programme, and should make this request in writing to the headmaster.

Definition of SRE

WATFORD BOYS GRAMMAR SCHOOL interprets SRE as a lifelong learning about physical, moral and emotional development, embedded in a context that enhances the self-worth and confidence of each individual, developing an understanding of their own sexual identity and orientation, and encouraging mutually respectful relationships and empathy for others.

SRE has three main elements.

1. Attitudes and Values

- a. Learning the importance of values and individual conscience and moral considerations;
- b. Recognising the value of stable and loving relationships for the nurture of children;
- c. Learning the values of respect, love and care;
- d. Exploring, considering and understanding moral dilemmas;
- e. Developing critical thinking as part of decision making; and
- f. Tolerance and understanding of diverse sexual identities and orientations.

2. Personal and social skills. (links with SEAL agenda)

- a. Learning to manage emotions and relationships confidently and sensitively;
- b. Developing self-respect and empathy for others;
- c. Learning to make choices based on an understanding of difference and with an absence of prejudice.
- d. Developing an appreciation of the consequences of choices made;
- e. Managing conflict; and
- f. Learning how to recognise and avoid exploitation and abuse.

3. Knowledge and understanding.

- a. Learning and understanding physical development at appropriate stages;
- b. Develop an understanding of their own sexual identity and understand human sexuality, reproduction, disability, sexual health, inherited disorders, emotions and relationships;
- c. Learning about contraception and the range of local and national sexual health advice, contraception and support services.
- d. Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; and
- e. The avoidance of unplanned pregnancy.

Relationship to other policies

SRE forms an integral part of the curriculum policy, and the schemes of work for Science, Personal, Social, and Health Education (PSHE) at KS3, Ethical and Personal Studies (EPS) at KS4, Friday lecture programme at KS5, and relates to child protection. Through SRE both citizenship and SEAL(social and emotional aspects of learning) agendas are developed.

The SRE policy overlaps with aspects of the PSHE policy, which gives more detail about curriculum content.

Roles and responsibilities of headmaster, other staff, governors

The **governing body** will:

- seek the advice of the headmaster on this policy, keep it up to date, and make it available to parents
- ensure that sex education is provided in accordance with this policy.

The **Headmaster** will ensure that:

- the governing body is advised about the nature and organisation of sex and relationships education and how it reflects the aims and values of the school
- sex education is provided in accordance with this policy.
- teaching materials are age-appropriate
- Schemes of work are agreed and implemented
- parents have access to the programme for sex education.

Staff who teach sex and relationships education are expected to:

- provide sex education in accordance with this policy
- participate in training to provide sex education in line with the school curriculum policy
- implement the agreed scheme of work
- draw to the attention of the headmaster any materials which they consider to be inappropriate
- respond appropriately to those pupils whose parents wish them to be withdrawn from sex education.

Arrangements for monitoring and evaluation

Lessons on sex education will be observed in the normal programme of monitoring teaching and judgements about the impact of the lesson on pupils will be made. Those in charge of PSHE, EPS and Science will co-ordinate and keep schemes of work under review, in the light of changing curriculum demands, local issues and parental and student feedback.