



**Stony Dean School**

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## **Sex and Relationship Education Policy**

Approved by	Head Teacher
Last Reviewed	01/09/2024
Next review	01/09/2026



# **PSCHEE – Now called Learning for Life (L4L)**

## **STONY DEAN SCHOOL**

### **Sex and Relationship Education Policy**

This policy is written with reference to:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education, September 2021
- <https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>

### **Introduction**

At Stony Dean, Sex and Relationship Education will reflect the school ethos and pupils will be encouraged to:

- 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.
- Have respect for themselves and others
- Take responsibility for their own actions
- Have respect for different cultural and religious points of view
- Be aware of social changes and the changes in family life
- Know that decision-making is part of adult life and that unwise choices can affect their lives and the lives of others.

### **Aims**

- To acknowledge that 'such education, planned or incidental, takes place from an early age in a number of contexts – the home, school and other settings where people live, work and learn'
- To complement and support the role of parents/guardians
- To provide for all children, including those with physical, learning and emotional difficulties
- To acknowledge and work within the context of different faiths, culture, gender, sexuality, age and social constraints
- To conform to current legislation, being aware that the Secretary of State for Education considers that formal teaching should be delivered within a moral framework, where pupils should be helped to appreciate the benefits of stable, family life and the responsibilities of parenthood
- To take into account the schools attitude towards faith and the faiths of our students which complies with the Equality Act of 2010
- To facilitate exploration of attitudes and values to develop communication and decision making skills
- To foster self esteem, self awareness and a sense of moral responsibility
- To provide a wide programme of sex and relationship education which includes HIV/AIDS and other sexually transmitted infections.



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## Content

The Sex and Relationship Education programme we offer at Stony Dean is in line with the guidance set out in the Sex and Relationship Education guidance 2020 and it has been carefully planned to take account of the pupils' age, maturity and physical development.

In KS3, sex and relationship education is taught in L4L in years 7, 8 and 9 and in science in year 9. In KS4 and Post 16, it is taught within L4L and science in Year 11.

Whenever Sex and Relation Education is taught, the pupils' level of understanding and comprehension is taken into account and teaching groups are arranged accordingly. Additional work may be completed with individual pupils, according to need. It is delivered as a lesson to all years groups by trained experience teachers.

It has been designed to take into account our student cohort and their needs. It has been designed based on national practice and knowledge of the needs of our pupils and what they need to know.

The content taught in each year group includes:

### **Year 7**

Body changes, puberty, public and private actions and special people.

### **Year 8**

Puberty, friendships, relationships, marriage (including same-sex marriage) and families, responsibilities and decision making, public and private actions(including masturbation), hygiene, physical development of male and female and support network.

### **Year 9**

Body image, families, love, responsibilities and decision making, body organs, conception and pregnancy, public and private actions (including masturbation), HIV and STI's, making safe choices and hygiene.

### **Year 10/11**

Family and home, effect of family breakdown, healthy lifestyles, HIV, AIDS and other STIs, contraception, abortion, IVF, fostering and adoption, sexuality, preventative health care and making safe choices.

### **Post 16**

Family, healthy lifestyles, HIV, AIDS, STIs, contraception, responsibility and the importance of good parenting, family planning, child development, sexuality, preventative health care and making safe choices.

## Implementation

Sex and Relationship Education (SRE) forms part of our Personal Social and Health Education programme (PSHE) and the planning and delivery of SRE is co-ordinated by the teacher responsible for L4L.

Each form group receives one 45 minute lesson of L4L per week and additional tutor or pastoral time to discuss moral, cultural and ethical issues.

It is recognised that aspects of sex education will also take place in other subject areas, especially science. Science also covers safety in the home. Healthy eating is also covered in Food Technology. Online safety is covered as part of our ICT curriculum.

It is expected that the co-ordinator will keep up to date with current legislation and thinking, and update the schemes of work as necessary. Courses and further training will be made available to the co-ordinator and other relevant staff as required.



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The SRE programme will provide for progression as well as revisiting topics to allow for 'age appropriate' information. A wide variety of teaching approaches are used to give pupils relevant information, to allow for discussion and to acquire appropriate knowledge. Ground rules are set by each group, so that controversial topics can be handled appropriately.

## **Assessment and Recording**

There is no official requirement for assessment in L4L although all pupils throughout the school access individual targets through the tutor and L4L teacher and are assessed using personal pathways and stages for personal and social development.

Lessons are planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Teaching is assessed and used to identify where pupils need extra support or intervention. Lead teachers will offer interventions to certain students that are identifying additional support

All pupils' attainment and progress is monitored and recorded in their annual review in L4L.

Aspects of the Sex and Relationship Education programme covered in Science are assessed through National Curriculum teacher assessment, statutory end of Key Stage 3 SATs, and in Year 11 GCSE/Entry Level

## **Parental/Carer Links**

We at Stony Dean recognise the importance of sharing responsibility with parents for their child's education concerning sex and relationship education. A curriculum overview is sent home prior to all Sex and Relationship Education modules, giving parents and carers the opportunity to consult with school over any issues they may have.

Parents wishing to exercise their right to withdraw their child from Sex and Relationship Education lessons, even after effective consultation, may be offered leaflets or details of organisations that can support them in talking to their child about sex and relationships.

## **L4L**

### **Sex and Relationship Education**

#### **Year 7**

How the body works and changes in puberty

By the end of this unit, most children should be able to:

- Name the main sexual and reproductive parts of the human body, and describe the functions of some of them.
- Describe the main physical and emotional changes in puberty for both boys and girls and the differences between them
- Explain that there are different rates of change during puberty for different people and give some reasons for this
- Deal positively with concerns or questions they have about puberty and know where to go for further help and information if they need it.
- Understand the difference between acceptable public and private actions.
- Protective behaviours and staying safe

Raising awareness of child protection issues and equipping children with the skills needed to keep them safe

- Identify special people in their lives and describe why these people are special to them



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- Identify people that they can ask for help, and demonstrate ways of doing this
- Identify their level of confidence in asking others for help

## **Year 8**

How the body works and changes in puberty

By the end of this unit, most children should be able to:

- Name the main sexual and reproductive parts of the human body and describe the functions of some of them
- Describe the main physical and emotional changes in puberty for both boys and girls and the differences between them
- Identify basic facts about menstruation
- Explain that there are different rates of change during puberty for different people and give some reasons for this
- Deal positively with concerns or questions they have about puberty and know where to go for further help and information if they need it
- Understand the difference between acceptable public and private actions.

Healthy friendships and relationships

- Define some features of friendships and other types of relationships and identify what they might look for in a relationship
- Explain how they can help a relationship to thrive and develop

Protective behaviours/stay safe

Raising awareness of child protection issues and equipping children with the skills needed to keep them safe

- Identify their level of confidence in asking others for help
- Identify people in their immediate support network and beyond and those that they can ask for help in certain situations

## **Year 9**

How the body works and changes in puberty

By the end of this unit, most children should be able to:

- Name the main sexual and reproductive parts of the human body and describe the functions of some of them
- Describe the main physical and emotional changes in puberty for both boys and girls and the differences between them
- Identify basic facts about menstruation
- Explain that there are different rates of change during puberty for different people and give some reasons for this
- Deal positively with concerns or questions they have about puberty and know where to go for further help and information if they need it
- Understand the difference between acceptable public and private actions.

Healthy friendships and relationships

- Define some features of friendships and other types of relationships and identify what they might look for in a relationship
- Explain how they can help a relationship to thrive and develop
- Identify ways in which the media portrays young people and their relationships and recognise some of the pressures in individual may feel to conform to these images
- Explain their own views and opinions and those of others towards aspects of friendships and relationships, including reasons for delaying a sexual relationship
- Demonstrate ways to negotiate within relationships and ways of making decisions that reduce harm to themselves and the relationship

Protective behaviours/stay safe



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Raising awareness of child protection issues and equipping children with the skills needed to keep them safe

- Identify their level of confidence in asking others for help
- Identify people in their immediate support network and beyond and those that they can ask for help in certain situations
- Judge what kind of physical contact is acceptable or unacceptable in a range of situations eg. peer friendships, family relationships, friendships with those younger or older, with a member of staff
- Manage risk and make safer choices, including recognising when pressure from others (including people they know) threatens their personal safety and well-being

## **Years 10/11 and Post 16**

How the body works and changes in puberty

By the end of this unit, most children should be able to:

- Name the main sexual and reproductive parts of the human body and describe the functions of some of them
- Describe the main physical and emotional changes in puberty for both boys and girls and the differences between them
- Identify basic facts about menstruation
- Explain that there are different rates of change during puberty for different people and give some reasons for this
- Deal positively with concerns or questions they have about puberty and know where to go for further help and information if they need it
- Understand the difference between acceptable public and private actions.

Healthy friendships and relationships

- Define some features of friendships and other types of relationships and identify what they might look for in a relationship
- Explain how they can help a relationship to thrive and develop
- Identify ways in which the media portrays young people and their relationships and recognise some of the pressures in individual may feel to conform to these images
- Explain their own views and opinions and those of others towards aspects of friendships and relationships, including reasons for delaying a sexual relationship
- Demonstrate ways to negotiate within relationships and ways of making decisions that reduce harm to themselves and the relationship

Relationships: Making healthy choices

- Explain some reasons why people have or delay having a sexual relationship
- Demonstrate ways of resisting pressure to have sex and know that individuals have to make choices that are right for them
- Describe some of the ways that alcohol can affect sexual behaviour and identify and discuss ways of reducing and managing these risks
- Demonstrate some ways of managing discussions with adults, including parents/ carers, concerning sexual behaviour
- Know that there are different types of contraception and understand their risks and benefits
- Name different STIs and how they can be contracted and describe effective ways of protecting themselves against STI'
- Know where to get further information, support and help about all aspects of sexual behaviour

## **Protective behaviours/stay safe**

Raising awareness of child protection issues and equipping children with the skills needed to keep them safe

- Judge what kind of physical contact is acceptable or unacceptable in a range of situations eg. peer friendships, family relationships, friendships with those younger or older, with a member of staff, developing partnerships/relationships for the future
- Manage risk and make safer choices, including recognising when pressure from others (including people they know) threatens their personal safety and well-being



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## Sexuality

- Define sexuality and identify a range of features that contribute to a person's sexuality
- Identify some of the effects that gender stereotypes might have on people's lives and their own attitudes towards gender roles
- Know some of the basic laws governing sexual choices and behaviours and identify how these could affect their lives
- Demonstrate a variety of possible responses to someone who is open about their sexual orientation and identify possible effects of those responses.

*The school reserves the right to adjust the content and time of delivery to reflect the needs of the students. For more information do look at the curriculum maps on the school webpage or feel free to contact the school.*