

# Policy on **Gender<sup>1</sup> and Relationship Education (GRE)**



This policy is part of the drives to deliver the school's main aims which are to ensure that the pupils are provided with the necessary knowledge, understanding and skills to be (a) confident individuals, (b) successful learners and (c) responsible citizens.

## **The consultation process has involved:**

- Pupil focus groups/school council
- Small group meetings with parents/carers
- Review of SRE curriculum content with staff and pupils
- Consultation with wider school community e.g. school nurse, extended school social worker
- Consultation with school governors

## **What is gender and relationship education?**

This policy on gender and relationship education addresses aspects of lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

## **Principles and Values**

This policy will be implemented at Bigland Green with the understanding that:

- parents play a key role in teaching their children about relationships and growing up. We aim to work in partnership with parents and their children, consulting them about the content of programmes;
- the wider community has much to offer and we aim to work in partnership with health professionals and social workers;
- gender and relationship education is an integral part of the lifelong learning process, beginning in early childhood and continue into adult life;
- learning about gender and relationship is an entitlement for all young people;
- every child should be encouraged to contribute positively to our community and should be provided with effective support as they grow and learn;
- encourage pupils and teachers to share and respect each other's views, and;
- generate an atmosphere where questions and discussion on appropriate growing up matters can take place without any stigma or embarrassment.

Gender and relationship education at Bigland Green has three main elements:

### **Attitudes and values** that include:

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships, and marriage;
- learning about the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making, and;
- challenging myths, misconceptions and false assumptions about behaviour.

### **Personal and social skills** that include:

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;

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<sup>1</sup> The school is using the term 'Gender and relationship education' instead of 'sex and relationship education'

- learning to make choices without prejudice;
- developing an appreciation of the consequences of choices made, and;
- managing conflict.

**Knowledge and understanding** that include:

- learning and understanding physical development at appropriate stages, and;
- understanding human sexuality, reproduction, sexual health, emotions and relationships.

**Aims**

The aim of GRE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of issues children face during the primary years. The school's GRE programme aims to prepare pupils for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- have the confidence and self esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want, and;
- understand the consequences of their actions and behave responsibly.

**Delivery of gender and relationship education**

Gender and relationship education is delivered through the school's scheme of work which is based on the 'an alternative SRE scheme' produced by the local authority – London Borough of Tower Hamlets.

Delivery of gender and relationship education is the responsibility of the class teacher. However outside agencies, e.g. the school nurse, may also have an input, although always in line with our school ethos. The school's Home-School-Liaison Worker will deliver tailored workshops for parents so that they can support the teaching at home.

**GRE Programme content**

GRE at the primary phase builds on the personal and social development work carried out to meet the early learning goals (ELG) at the Early Years Foundation Stage (EYFS). It builds foundation of emotional and social skills which is central to all later GRE work.

At Key Stage 1 (KS1), the GRE programme continues the work from EYFS. It helps to build skills of:

- developing confidence in talking
- listening to others
- thinking about feelings
- naming emotions
- developing self-esteem
- developing assertiveness skills and friendships skills

At Key Stage 2 (KS2), the above skills are developed and pupils look specifically at:

- How babies are conceived, develop and are born
- The changes that will take place at puberty

**Legal requirements**

These areas are compulsory in the National Curriculum science programmes of study at KS1 & 2.

At KS1, pupils are taught:

- that animals including humans move, feed, grow, use senses and reproduce
- to recognise and compare the main external parts of the body of humans
- that humans can produce babies and that these grow into adults
- to recognize similarities and differences between themselves and others, and treat others with sensitivity

At KS2 pupils are taught:

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

These compulsory programmes of study are delivered through appropriate science topics.

### **Teaching & learning approaches**

Aspects of GRE is generally delivered using various methods that include:

- whole class discussion
- circle time
- small group work
- one-to-one

### **Teaching sensitive issues**

#### ***Puberty***

We aim to provide accurate factual information about the physical and emotional changes that take place at puberty. Both boys and girls are given a basic knowledge of what happens to each gender. We also explain that it is normal for everyone to develop at different rates.

#### ***Menstruation***

We provide accurate information about menstruation in Years 5 and 6. Sensitive arrangements are organized to prepare the girls for menstruation. Sanitary facilities are available on request. Staff are prepared to deal with requests for sanitary towels in a helpful manner and without embarrassment.

### **Inclusion**

The school has a commitment to ensuring that all pupils have equal access to the GRE curriculum, following guidelines in the SEN, equal opportunities and inclusion policies. Parents have the right to withdraw their children from all or part of the GRE at school, except for those parts included in the National Curriculum science programmes of study. In such cases, parents must notify the school and alternative arrangements will be made.

### **Confidentiality**

Some pupils may choose to mention specific problems or individual issues involving themselves to members of the school community. While staff will want to be supportive, it is made clear to all staff they work within child protection guidelines (see Child Protection policy) and therefore must state to their pupils that they may not be able to guarantee confidentiality when the wellbeing and safety of a child may be at risk.

### **Monitoring & Review**

The subject leader for the Humanities will monitor teaching and learning according to our school's policy. Implementation will be monitored by the Headteacher, and members of the school leadership team (SLT), and reported on to the Governing Body.

Date approved	Signature	Review date
March 2019		As required