



SEX AND RELATIONSHIP EDUCATION POLICY

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Ethos

SRE is 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, family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. It is about the teaching of sex, sexuality and sexual health. Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age.

The Governing Body believe that learning about their own physical sexual development, together with an awareness of their relationships with others, can greatly enhance the pupils' ability to lead their lives competently and with fulfilment. A good sex and relationships education programme can also enhance self-esteem and self-confidence.

We encourage pupils to take increasing responsibility for their actions and their learning and value all staff and pupils as individuals worthy of respect and dignity.

Content

We are committed to the delivery of sex and relationship education as part of a comprehensive Personal, Social, Health & Economic Education programme. Statute and national and LA guidance will inform the content of the Sex and Relationship Education element of the programme. Specifically; Sex and Relationship Education Guidance (2000), OFSTED report on sex and relationships (2006), the Equality 2010 and Working Together to Safeguard Children 2023; and KCSIE (2023).

The aims of the Sex and Relationship Education programme are:

- To provide knowledge and information to which all pupils are entitled;
- To clarify/reinforce knowledge pupils already have;
- To help pupils understand their sexual feelings and behaviour;
- To develop skills (language, decision-making, assertiveness) which are necessary in a range of situations;
- To give practical strategies which reduce the risk of exploitation, misunderstanding or abuse;
- To promote acceptable, appropriate behaviour in public and private situations;
- To raise pupils' self-esteem and confidence, especially in their relationships with others and to enable students to be confident members of society;
- To support pupils' access to information and facilities;
- To develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- To enable students to understand the consequences of their actions and to behave responsibly within sexual and pastoral relationships;
- To communicate effectively by developing appropriate terminology for sex and relationship issues;
- To develop student awareness of their sexuality and understanding of human sexuality;
- To challenge sexism and prejudice, and promote equality and diversity;
- To enable students to understand the reasons for having protected sex;
- To ensure students have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV;

- To be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary;
- To know how the law applies to sexual relationships.

Organisation

A basic programme of sex and relationships education is part of every child's entitlement, planned according to individual and group needs.

Delivery

Some aspects of Sex and Relationship Education will be taught within the Science National Curriculum whilst other elements will be delivered through the PSHEe curriculum. This is now compulsory in law. The school share via our communication platforms topics that will be completed prior to delivery, this method supports the responsive needs of the pupils as well as providing parental choice.

If a pupil is absent for a significant number of sessions in a particular topic and, is scored as emerging, the outstanding work is sent home for completion. The completion of this work is heavily encouraged and parents are able to communicate with the class teacher for advice / guidance if needed.

Equal Opportunities

Most of the lessons take place in curriculum groups. However, there will be times when pupils will be grouped according to their development and maturity, and others when an individual requires specific information.

Learning Experiences

Pupils will be given opportunities to learn about the subject through a variety of different media. Examples range from information through video material, reference books, direct teaching, role play, educational visits, outside speakers, Internet and discussion.

Staff

Teachers will not be expected to undertake specific sex and relationship education without the support of colleagues. Attendance at training courses will be available for teachers who request it. A teacher who has strong reservations about sex and relationship education, or particular aspects of it, will not be required to deliver that part of the programme. Although overall responsibility rests with the teaching staff, non-teaching staff may be involved in planning and will take part in classroom work. They also have a major part to play in the training and supervision of pupils' personal hygiene. The School Nurse Team and other agencies (Sexual Harmful Behaviours; Sexual Health Nurse; Teenage Pregnancy Team) may take part in delivering certain aspects.

Partnership with parents

An understanding of parents' personal and cultural values should enable the school staff to provide an appropriate sex education programme for all pupils. However, we acknowledge that parents can action their rights to withdraw their child from *specific elements* of the sex and relationship education, we would ask them to consider what are

the justifications in doing so and to contact a member of the Senior Leadership Team prior to starting the prescribed learning to share these thoughts and feelings (as some of these may be miss-guided). If you want your child to be withdrawn from sex and relationships education this will have to be done on progressively 3 terms before the child turns 16 (after that it is the child's decision), and maybe discussed through the child's annual review process as it is important that any consent is based on the changing needs of the child involved. If a child is of the age of 16 years old we will also gain consent from them to participate in sex and relationships education. It must be understood by all parties that any pupil not following his class' SRE lessons will have to join an adjacent year group's timetable for that duration.

Confidentiality

As a general rule a child's confidentiality will be maintained by the teacher or member of staff concerned. However, pupils will be made aware that some information cannot be kept confidential, and that if disclosures are made, certain actions will ensue. The pupil will be offered sensitive and appropriate support.

The following procedures will be adhered to by all adults:

a) Disclosure or suspicion of possible abuse –

The School's Child Protection Procedures will be invoked.

b) Disclosure of pregnancy or request for advice on contraception –

Pupils will always be encouraged to talk to their parent(s) first. The pupil will be asked if she/he can tell her/his parent(s) and if she/he requires help in doing so. If this takes place, subsequent responsibility lies with the parent(s). If the pupil refuses to tell her/his parent(s), the adult should report the incident to the headteacher who will refer the pupil to a health professional, and consult with that professional about informing the pupil's parent(s).

Answering difficult questions

Occasionally a child will ask an explicit or difficult question in a group discussion. The school believes that staff must use their skill and discretion in these situations. The question does not have to be answered immediately; it might be more appropriate to speak to the individual later, or to defer answering until further advice has been obtained. As part of the sex and relationship education programme issues such as contraception, abortion, HIV/AIDS, sexually transmitted diseases, sexual preferences and sexuality will be addressed. Facts will be presented in an objective and balanced way. Pupils will be made aware of the difference between fact and opinion.

During lessons a set of 'ground rules' including acceptable terms and behaviour will be set by the teacher and the class will be told that any awkward questions can be asked or written down anonymously outside of the lesson.