



Sex and Relationships Education Policy

2024-25

Document Control

The owner of this policy is the Headteacher and Governors and all changes should be referred to the Headteacher in the first instance. Any printed copies of this document are for reference only and the definitive version is held electronically by the School Office.

Revision History

Version	Date	Changes	Author(s)

Approval

Version	Date	Approver(s)	Author(s)

Review Period

This policy will be reviewed every XX years.

Version	Date of next review

Why Do We Teach Relationships and Sex Education?

The term Relationships and Sex Education (RSE) is used in this policy to emphasise the importance of learning about relationships. This policy refers to RSE rather than Sex and Relationships Education (SRE) except when referring to national guidance which uses the term SRE.

We focus on attitudes and values and skills as well as knowledge and understanding. This will include developing self-esteem, the skills to manage relationships and most importantly keeping themselves safe in all their relationships.

Research has shown that young people who feel good about themselves and are knowledgeable and confident about relationships and sex are more likely to be discerning in their relationships and sexual behaviours and to have fulfilling relationships.

What does our SRE Curriculum Include?

Attitudes and Values

- learning the importance of values and individual conscience
- learning the value of stable and loving relationships, whether in the context of marriage, civil partnership or other family models, for the nurture of the children
- learning about the value of respect, love and care
- exploring, considering and understanding moral dilemmas
- learning to respect and value differences and diversity including diverse family models, genders and sexualities
- learning about the rights and responsibilities to oneself and others
- understanding responsibility for one's own safety and that of others both in the real and digital world
- understanding the importance of equality concerning genders and sexuality
- learning that violence and coercion in relationships is unacceptable

Skills

- learning to recognise one's own emotions and those of others
- learning to manage emotions and relationships with confidence and sensitivity
- learning to manage choice
- developing self-respect
- learning how to use appropriate language in the real and the digital world
- learning to be empathetic to others
- learning to make choices based on an understanding of difference and with an absence of prejudice
- learning how to identify risk in relationships both in the real and digital world
- learning how to recognise and avoid exploitation and abuse
- learning how to keep oneself safe and how to extricate oneself from an unsafe situation
- developing critical thinking

Together we learn and grow.

- learning to make and carry out informed decisions
- developing decision-making skills both in the real world and the digital world
- developing an appreciation of the consequences of choices both in the real and digital world
- learning to manage conflict and developing negotiation skills
- learning how to cope with and resisting unwelcome peer pressure
- learning to communicate openly and respectfully about relationships and sex
- learning how to ask for help and accessing advice/services

Knowledge and Understanding

- learning and understanding emotional and physical development at appropriate stages
- learning about the impact of stereotyping and negative language
- learning and understanding reproduction and sexual health
- learning about sexuality and understanding differences
- learning about a safe and healthy lifestyle based on accurate information
- understanding the positive benefits of loving, rewarding and responsible relationships
- learning how to resist unwelcome pressures to be sexually active both in the real and digital world
- learning protective behaviours
- learning how to avoid unplanned pregnancy and Sexually Transmitted Infections (STI's)
- learning about pregnancy and the choices available, knowing and understanding legal aspects of sexual behaviour
- understanding the nature of consent
- learning about consent in the law
- learning about the impact of coercion and violence
- knowing where to seek appropriate help and advice

All these elements will be delivered in an age-appropriate manner.

Equal Opportunities

We recognise that children have varying needs regarding RSE depending on their circumstances and background. The school believes that all people should have access to RSE that is relevant to their particular needs. To achieve this, the school's approach to RSE will take account of:

- Girls tend to have a greater access to RSE than boys through the media and at home. We will consider the particular needs of boys as well as girls and approaches that will actively engage them. We shall also be proactive in combating sexism, sexualised behaviour and sexist bullying.
- Some pupils may have learning emotional or behavioural difficulties, or physical disabilities that result in particular RSE needs at times which we will support. It may

also mean that they have difficulty accessing the RSE curriculum. We will assess their need and provide an appropriate RSE curriculum.

- Different ethnic and cultural groups may have different attitudes to RSE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for and understanding of the views of different ethnic and cultural groups in line with safeguarding and schools' statutory duty to keep pupils safe and deliver certain elements of the statutory RSE curriculum.
- Some of our pupils will go on to define themselves as Lesbian, Gay, Bisexual or Trans (LGBT). Some pupils may have LGBT parents/carers, brothers or sisters, other family members and/or friends. All our pupils will meet and work with LGBT people both now and in the future. Our approach to RSE will include sensitive, honest and balanced consideration of sexuality. We will challenge society's heterosexual dominant discourse. We actively tackle homophobic bullying.
- We recognise that our pupils may come from a variety of family situations and home backgrounds. We will take care to ensure that there is no stigmatisation of children based on their home circumstances.

How is SRE Provided?

1. This school has a caring ethos that models and supports positive relationships between all members of the school community
2. Within the taught, age-appropriate, spiral RSE programme within Personal Social and Health Education (PSHE).
3. Yasmin & Tom (FPA) resource is used across the key stages.
4. Within Science as stipulated by the national curriculum (Health)
5. Through other curriculum areas (eg, Maths)
6. Through assemblies/Collective Worship.

Teaching, Learning and Assessment

All the following elements are essential elements in providing quality RSE:

Teaching and Learning Methods

Teaching and learning best practice will be applied, this includes active learning methods and varied strategies that promote co-operation, support participation and negotiation, encourage reflection and consider risk reduction.

A Safe Learning Environment

In order for PSHE or RSE to be conducted safely, the following will be in place:

- Group agreements or ground rules are negotiated and explained
- No one in the classroom will be expected to answer a personal question
- Distancing techniques such as the use of scenarios, will be used to help keep pupils safe. There will be no need for anyone to discuss their own personal issues

- Confidentiality will be clearly explained. Pupils will understand how disclosures will be handled. We will not expect a group to keep what is discussed within the classroom, within the room
- Pupils will be expected to engage and listen during lessons; however it is accepted that sometimes it is inappropriate for them to be expected to take part in the discussion.
- In most cases, the correct names for body parts will be used
- The meaning of words will be explained in a sensible and factual way
- Signposting to sources of support when dealing with sensitive issues

Groupings

RSE takes place within mixed gender classes or single gender groups as deemed appropriate and relevant with the pupil's usual teacher. There may be times when choosing particular mixes of genders may be useful. It is important to note that although separated genders may have different activities on occasions, the messages and information they receive will be consistent. It is important that both genders learn about each other's changes etc. It is also important to note that at times, friendship groupings may be the safest way for pupils to discuss an issue. It will be left to the teacher's discretion to make these decisions.

Asking and Answering Questions

Teachers will attempt to answer pupil's questions and concerns in a sensitive, age and development appropriate manner.

Teachers will apply the following principles:

1. Clear guidance will be established about what is appropriate and inappropriate in a whole class setting. Group agreement/ground rules will help to achieve this.
2. If a pupil's question is inappropriate to address the whole class, the teacher will acknowledge the question and attend to it later, on an individual basis.
3. Personal questions should be referred to the ground rules/group agreement.
4. Teachers will set the tone by speaking in a matter-of-fact way and ensuring that pupil's discussion is dealt with in a way that encourages thoughtful participation.
5. If a teacher is concerned that a pupil is at risk in any way, including sexual abuse or exploitation, the usual safeguarding process will be followed.

A Normative Approach

Our staff will keep in mind that majority of our pupils are not engaging in sexual relationships and inappropriate sexual behaviour. In RSE we communicate a positive attitude about the behaviour of our pupils, and we use a range of data and research to correct misconceptions about young people's sexual behaviour.

Visitors

A visitor can enrich, but not replace, the RSE curriculum as a planned event with the teacher present. It is particularly useful when visitors have expertise and/or provide a service to pupils.

Resources

Teaching resources will be selected on the basis of their appropriateness to pupils and their impact.

Continuity, Progression and Assessment

Continuity and progression will be generated through the adoption of a whole school approach to the planning and delivery of outcomes covering knowledge, skills and attitudes developed in response to the baseline (needs) assessment of pupils - building on previous/existing knowledge, experience and understanding. Baseline self, peer and end of module assessments will contribute to the effective delivery of RSE.

Pupils existing knowledge needs to be the starting point for all RSE work. Needs assessment will be built into some lesson planning as each group may have different knowledge, experience and understanding.

The high levels of expectation for the quality of the work produced in RSE will be the same expectations as in any other subject area.

The elements of RSE that form part of the Science curriculum are assessed in accordance with the requirements of the national curriculum.

Parental Concerns and Withdrawal of Pupils

We work in active partnership with parents/carers, value their views and keep them informed about our RSE provision. If a parent/carer has any concerns about the RSE provision, we will take time to address their concerns and allay any fears they may have. If parents/carers decide to withdraw their child, we shall work with them and their child to explore possible alternative provision and will work to ensure the safety of the child.

Parents have a legal right to withdraw their children from dedicated sex education lessons delivered outside the science curriculum. They do not have a right to withdraw their children from those aspects of RSE that are taught in national curriculum Science or where RSE arises naturally in other subject areas.

Monitoring and Evaluation

Effectiveness of the programme is regularly evaluated. The views of the pupils and teachers who deliver the programme will be used to make changes and improvements to the programme on an ongoing basis. The needs assessment built into the lessons will also inform any changes to the curriculum.

Consultation, Policy Development and Review

In order for everyone to be consulted effectively, it may be necessary to ensure that governors and parents receive awareness training and/or information about RSE on occasions.

The school will ensure that parents/carers are made aware of the school's approach rationale for RSE through the policy and are informed about the review of the RSE policy. We will encourage them to support their child's learning at home.