



# Sex & Relationships Education (SRE) Policy

We are 'seeds sown in the good soil'  
(Matthew 13:23)

Adopted: December 2024

Approved by Governors: December 2024

Review date: December 2025

This policy covers our school's approach to the teaching, planning and resourcing of Relationships and Sex Education. It was produced through consultation with pupils, parents, governors and staff members.

### Our Christian Vision

We are 'seeds sown in the good soil' (Matthew 13:23).

We value each member of our school community as an individual; with the nourishment of our bespoke curriculum and Christian teachings, we ensure that everyone is able to truly flourish and that we achieve our mission to sow faith, grow learners and inspire futures.

### Introduction

Sex and Relationships Education is learning about physical, moral and emotional development. It involves developing the understanding that stable loving relationships (including marriage) form the basis for a happy family life, and the importance of love, respect and care within these relationships.

It is also about the teaching of: how the human body changes as it moves from childhood to adulthood, sexual development (both emotional and physical), sexuality and sexual health. The science National Curriculum compliments Sex and Relationships Education and the science of human reproduction is taught alongside Sex and Relationships Education.

Both the Sex and Relationships Education and Science curriculums and associated resources will be age appropriate.

### Philosophy of the School

At Orford Church of England Primary School we believe a programme for Sex and Relationships Education should provide children with the knowledge and understanding to lead a healthy and fulfilled adult life. We believe we need to begin to make children aware of the choices and decisions they will have to make as adults and we aim to prepare them for the future choices they will have to make. The staff are aware that sensitive issues may arise and they aim to approach Sex and Relationships Education in a balanced and objective manner.

### Aims

- To enable children to develop positive relationships and use their knowledge to lead a confident and healthy lifestyle.
- To empower children to make informed decisions about sex and relationships in their future lives.
- To help children understand and come to terms with the changes they will experience physically and emotionally as they become adolescents.
- To provide a supportive learning environment which helps pupils develop their self-worth and teaches them to value themselves as individuals.

### Objectives

- Teach children about value and self-worth including aspects of dignity, self-respect and self-restraint.
- Nurture a responsible attitude towards personal relationships including: mutual respect and sensitivity towards the needs of others.
- Support the development of the skills and understanding required to form stable, loving relationships.
- Teach age appropriate aspects of human body development and the human reproductive process.
- Inform children about the need for personal health and hygiene.

## Equality and Inclusion

The school's Equalities Policy states:

We are committed to giving all our pupils every opportunity to achieve the highest of standards. We do not tolerate bullying and harassment of any kind. We actively tackle discrimination against those with a disability, racist discrimination, homophobia, sexual harassment and discrimination and promote equal opportunities and good relations between and amongst all. We are committed to ensuring that positive action is taken where necessary to redress the balance of inequality that may exist. We aim to reflect the diversity of our local community and society and ensure that the education we offer fosters positive attitudes to all people. We believe that these commitments are as important in the context of a school with limited ethnic diversity, as well as in a school with a more ethnically diverse population.

In light of this policy it is important that, through Sex and Relationships Education, children recognise that stable, loving relationships are formed between adults irrespective of their ethnicity, attainment, age, disability, sexuality, gender or background.

The teaching of the human *reproductive* process will focus on just *reproduction*; it will not include reference to any sexual acts other than heterosexual vaginal penetration by the penis.

There are many children with different cultural heritage; ethnicity and faiths within the school. Sex and Relationships Education lessons should recognise these differences and support children's understanding of their own culture/faith as well as that of others.

*Arranged marriage* (consensual agreement between both parties) is common practice for many cultures and this should be recognised as an acceptable way to form a stable, loving relationship. *Forced marriage* is illegal within the United Kingdom (see the school's Safeguarding Children Policy).

### Themes for Sex and Relationships Education include:

- Family life
- The Human body
- Reproduction
- Birth
- Human development
- Risks
- Relationships

## The Role of Parents

The school is well aware that the primary role in children's sex education lies with parents and carers therefore we consult them on a regular basis as a way of monitoring the subject. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation. In promoting this objective we:

- inform parents about the school's RSE policy and practice;
- answer any questions that parents may have about the Relationships, Sex Education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

If they feel it necessary, parents have the right to withdraw their child from part or entirety of the Sex Education taught curriculum that is not part of the Science curriculum, after consultation with the Headteacher. If a parent chooses to activate this right, they would have to assure the Headteacher that their child would receive this element of their education from an alternative source. Children may not be withdrawn from the relationship element of RSE.

### The Role of the Headteacher

It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our relationships and sex education policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The Headteacher liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

The Headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

### The role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. Visitors, professionals or parents, used as leaders of or contributors to RSE, must always abide by the school's RSE policy. They must never be left in control of a class, and must be accompanied at all times by a staff member.

### Confidentiality

Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse.

- We will ensure a safe learning environment by agreeing ground rules as a class before the sessions take place.
- Teachers cannot offer or guarantee absolute confidentiality and pupils must be made aware of this.
- The best interests of pupils will always be maintained and they can be assured of this. If there is any possibility of abuse the school's Safeguarding and Child Protection procedure will be set in motion.
- The child will be informed first if confidentiality has to be broken and will then be supported as appropriate. Personal disclosures may take place at an inappropriate place or time. If this happens, the teacher will bring the disclosure to an end as quickly as possible, but ensure that the child is spoken to again before the end of the school day in a more appropriate setting.
- Teachers will consult with the designated safeguarding lead and in his/her absence the deputy of any safeguarding or child protection concerns.

### Review

The governing body reviews our Relationships and Sex Education policy on an annual basis.