



Sex and Relationship Education Policy

Definition

Sex and Relationships Education (SRE) is a form of **sex education** taught in schools. SRE focuses on exploring the emotional, social and physical aspects of growing up, having **relationships**, engaging in **sex**, and learning about human sexuality and **sexual** health.

Our sex and relationship education is informed by '*Sex and Relationships Education (SRE) for the 21st Century*' that has been produced as supplementary guidance by the PHSE association.

Our aims for our sex and relationship education :

- is a partnership between home and school
- ensures children and young people's views are actively sought to influence lesson planning and teaching
- starts early and is relevant to pupils at each stage in their development and maturity
- is taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, pleasure, respect, abuse, sexuality, gender identity, sex and consent
- includes the acquisition of knowledge, the development of life skills and respectful attitudes and values
- has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills, and accessing services
- helps pupils understand on and offline safety, consent, violence and exploitation
- is both medically and factually correct and treats sex as a normal and pleasurable fact of life
- is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience
- uses active learning methods, and is rigorously planned, assessed and evaluated
- helps pupils understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from different sources including the media
- teaches pupils about the law and their rights to confidentiality even if they are under 16, and is linked to school-based and community health services and organisations.
- promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs

Curriculum Planning

Our sex and relationship education is embedded within our wider PSHE curriculum. Our PHSE planning is guided by, '*PSHE Education Programme of Study*', written by the PSHE Association.

Within our curriculum we study three core themes:

- Health and Wellbeing
- Relationships
- Living in the Wider World

The 'Core Theme 2' (Relationships) is covered every academic year for a term and covers sex and relationship education.



Below is a table showing the SRE curriculum by key stage.

KS1
<ul style="list-style-type: none">• The names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls• The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid
KS2
<ul style="list-style-type: none">• How their body will, and their emotions may, change as they approach and move through puberty• About human reproduction• About taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers• strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others• How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request• To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships• To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support• To recognise different types of relationship, including those between acquaintances, friends, relatives and families• That civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment• That marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves• The concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'• That two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership
KS3
<ul style="list-style-type: none">• To manage growth and change as normal parts of growing up (including consolidation and reinforcement of Key Stage 2 learning on puberty, human reproduction, pregnancy and the physical and emotional changes of adolescence)



- The risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to access sources of support for themselves or their peers who they believe may be at risk, or who may have already been subject to FGM
- About the use of contraception, including the condom and pill; to negotiate condom use
- That certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain STIs
- To explore the range of positive qualities people bring to relationships
- That relationships can cause strong feelings and emotions (including sexual attraction)
- The features of positive and stable relationships (including trust, mutual respect, honesty, equality) and those of unhealthy relationships (including imbalance of power, coercion, control, exploitation, abuse of any kind)
- That the media portrayal of relationships may not reflect real life and the possible impact of this on people's expectations of relationships
- Different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these (including age, gender, power and interests)
- To understand the importance of friendship and to begin to consider love and sexual relationships in this context
- To understand what expectations might be of having a girl/boyfriend
- To consider different levels of intimacy and their consequences
- To acknowledge and respect the right not to have intimate relationships until ready
- About readiness for sex and the benefits of delaying sexual activity
- That consent is freely given and that being pressurised, manipulated or coerced to agree to something is not consent; that the seeker of consent is responsible for ensuring that consent has been given and if consent is not given or is withdrawn, that decision should always be respected
- About the law in relation to consent (including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given)
- How to seek the consent of another person and be sure that consent has been given; how to assertively withhold or withdraw consent
- About contraception, including the condom and pill (see also 'Health') and to develop communication and negotiation skills necessary for contraceptive use in healthy relationships
- About the risks related to unprotected sex, which could include exploring the consequences of unintended pregnancy and the options available in such circumstances
- To recognise the portrayal and impact of sex in the media and social media (which might include music videos, advertising and sexual images shared between young people, the unrealistic portrayal of relationships and sex in pornography)
- About the difference between assigned/biological sex, gender identity and sexual orientation
- To recognise that there is diversity in sexual attraction and developing sexuality



- The terms associated with sex, gender identity and sexual orientation and to understand accepted terminology

KS4

- That living together, marriage and civil partnerships are ways that people freely and without coercion, demonstrate their commitment to each other
- To recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including 'honour' based violence, forced marriage and rape) and strategies to manage this or access support for self or others at risk.
- To develop an awareness of exploitation, bullying, harassment and control in relationships (including the unique challenges posed by online abuse and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and the skills and strategies to respond appropriately or access support
- About the concept of consent in relevant, age-appropriate contexts building on Key Stage 3
- Managing changes in personal relationships including the ending of relationships
- About diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them
- To understand the role of sex in the media and its impact on sexuality (including pornography and related sexual ethics such as consent, negotiation, boundaries, respect, gender norms, sexual 'norms', trust, communication, pleasure, orgasms, rights, empowerment, sexism and feminism)
- How to seek consent and to respect others' right to give, not give or withdraw consent to engage in different degrees of sexual activity
- How lifestyle choices affect a developing foetus
- To identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical or mental health (including sexual health services)
- To understand and respect others' faith and cultural expectations concerning relationships and sexual activity
- To assess readiness for sex
- About accessing and the correct use of contraception (including emergency contraception), negotiating condom use, reinforcing and building on learning in Key Stage 3
- To understand the consequences of unintended pregnancy and of teenage parenthood (in the context of learning about parenting skills and qualities and their importance to family life)
- The pathways available in the event of unintended pregnancy, the possible physical and emotional reactions and responses people may have to each option and who to talk to for accurate, impartial advice and support
- About STIs, including HIV/AIDS, how to protect themselves and others from infection and how to respond if they feel they or others are at risk



Monitoring and Evaluating

The Head of School will monitor the quality of SRE teaching and learning as part of the QA cycle. A discussion will be held with the students after each term of SRE to evaluate the use and impact of the SRE curriculum.

Age Appropriate Content

Guidance from the PSHE Association around key stage content is strictly adhered to, ensuring that the content of the delivered lessons is age appropriate.

Roles and responsibilities

It is the responsibility of the Head of School to ensure that the SRE curriculum is covered in each year group. Class teachers will deliver the curriculum. Any training that teachers require to deliver quality SRE lessons will be developed and delivered by the Head of School.

Parents as Partners

Through a yearly letter we make it obvious to parents that they have a '***right to withdraw***'. Parents are asked to return a reply slip if they wish to withdraw their children from our SRE curriculum.

As part of that letter, parents are invited to evaluate and shape the SRE curriculum.