

# Sex and Relationship Education (SRE) Policy

Campton Academy



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| Approved by:        | Louise Day     |
| Signed:             |                |
| Date approved:      | September 2025 |
| Next review due by: | September 2026 |

1.

### **Introduction**

It is important in our ever changing world the children are taught how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. As an aid to achieve this Relationships Education has now been made compulsory in all primary schools in England. Education about relationships is covered through many aspects of the primary PSHE curriculum. In regards to sex education the elements that are not included in the statutory guidance will remain non-statutory but in order to safeguard children effectively it is recommended that we provide a comprehensive programme of relationships and sex education

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### **Aims**

The teaching of Sex and Relationships Education (SRE), using an integrated and consistent approach, is an important aspect of pupils' education. Sex and Relationship Education includes supporting young people in developing self-confidence in preparing for physical and emotional changes into adulthood. We believe that the teaching of Sex and Relationship Education should be shared with parents and be mutually supportive and complementary. It promotes an understanding of the range of family types and other people who contribute to providing children with the care, love and support they need to grow and develop.

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**Definition** In this document, Sex and Relationships Education relates to 'learning about physical, moral and emotional development.' It is about understanding the importance of family life, stable and loving relationships, respect, love and care and promoting the British value of tolerance.

The policy has been developed to ensure that staff and parents or carers are clear about the statutory requirements regarding Sex and Relationships Education, and that the pupils receive their educational entitlement. Through implementation of this policy, the school will meet specific aspects of the legal and statutory requirements.

Every child is entitled to receive Sex and Relationships Education. It is our intention that all children have the opportunity to experience a programme of Sex and Relationships Education at a level which is appropriate for their age and physical development with differentiated provision if required.

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### **Legislation**

SRE is not compulsory in primary schools. However, primary schools are required to teach the elements of sex education contained in the science curriculum.

Current regulations and guidance from the Department of Education state that from September 2020 all schools must deliver relationships education. The parental right to withdraw pupils from Relationship and Sex education remains in primary and secondary education for aspects of sex education which are not part of the Science curriculum. New statutory guidance is to be implemented by 1st September 2026 and policy reviewed again at this point.

5. **Roles and responsibilities**

The governing body will approve the SRE policy and hold the Head of School to account for its implementation. The Head of School is responsible for ensuring that SRE is taught consistently across the school and for managing requests to withdraw pupils from the non-statutory aspects of the teaching programme.

The PSHE leader will monitor the teaching and learning of SRE and provide guidance and support for staff in the implementation of the policy. They will ensure appropriate schemes of work are planned, resources are available and staff are appropriately trained to deliver the curriculum.

Staff are responsible for:

- Delivering SRE in a sensitive way
- Modelling positive attitudes to SRE
- Monitoring pupils' progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory aspects of the teaching programme

Pupils are expected to engage fully in SRE and to treat others with respect and sensitivity when discussing related issues.

## 6. **Teaching and Learning**

There are three main elements of SRE.

### 1. Attitudes and values

- learning the importance of values and individual conscience and moral considerations
- learning the value of family life and stable and loving relationships
- learning the value of respect, love and care
- exploring, considering and understanding moral dilemmas
- developing critical thinking as part of decision making

### 2. Personal and social skills

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- learning to make choices based on an understanding of difference and with an absence of prejudice
- developing an appreciation of the consequences of choices made and of managing conflict
- learning how to recognise and avoid exploitation and abuse

### 3. Knowledge and understanding

- learning and understanding physical development / changes at age appropriate stages

## 7. **Teaching programme for Sex and Relationships Education**

SRE is taught through a planned programme in PSHE as well as in science. It is taught across all year groups, either as discrete units of work or integrated into topics, at a level appropriate to the age and maturity of the pupils.

We have a statutory duty to teach the SRE elements of the science national curriculum. In addition we also cover the following in each key stage:

### **Early Years Foundation Stage**

Pupils learn about the concept of male and female and about young animals. In PSHE, they learn skills to form friendships and develop their understanding of themselves and relationships with others.

### **Key Stage 1**

Pupils learn about the life cycle of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They also learn about the importance of personal hygiene to maintain good health. In RE and PSHE, pupils reflect on family relationships, different family groups and friendships. They learn about rituals and traditions associated with birth, marriage and death, and talk about the emotions involved. They begin to co-operate with others in work and play, and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

### **Key Stage 2**

Pupils build on their knowledge of life cycles. In RE and PSHE, they continue to develop their understanding of relationships within a family, between friends and the community, and learn that there are different patterns of friendship. They develop the skills needed to form friendships and respect other people's emotions and feelings. They consider how to make simple choices and exercise some basic techniques for resisting pressures.

## **8. Teaching of Sex and Relationship Education**

SRE is taught by class teachers but occasionally health professionals or other visitors, such as the school nurse or a visit from a pregnant mum or parent with their baby, will help deliver SRE. If visitors are involved in SRE we will:

- plan and evaluate their contribution as part of the school's SRE teaching programme
- provide the visitor with a copy of the school's SRE policy and ensure they adhere to it
  - ensure that the class teacher is present throughout the lesson, taking responsibility for the class
  - follow up in later lessons

Pupils are usually taught in mixed gender groups to ensure that all children learn the same information. Staff set ground rules with pupils to create an environment in which pupils feel able to ask questions, discuss concerns, talk about feelings and relationships, but do not discuss or ask private information of each other or the teacher.

Staff will answer questions honestly and sensitively, appropriate to the age and maturity of the pupils. Some questions may not be answered immediately if the teacher feels they need to consult with the Head of School and some questions may be more appropriately answered on a one-to-one basis, rather than with the whole class.

Resources, such as media clips and leaflets, are chosen to ensure that they are appropriate to the age and maturity of the pupils. They take into account equality of opportunity through their use of language, cultural attitudes, family make-up and images, including body image, avoiding stereotyping, racism and sexism.

A variety of teaching methods are used to enable pupils to participate and reflect on their learning, including drama, quizzes, paired and small group work. We also use scenarios, stories, puppets and role play to help de-personalise discussions so pupils feel confident to talk and listen to each other.

## **9. Equal Opportunities**

We ensure that the SRE teaching programme is fully inclusive, and appropriate and relevant to all pupils, including those with SEND. Staff ensure that the content, approach and use of inclusive language reflects the diversity of our community, and helps all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background.

## **10. Special Educational Needs and Disabilities**

Teaching methods and resources are differentiated, as appropriate, to address the needs of those pupils with SEND in order for them to have full access to the content of the SRE teaching programme.

## **11. Child Protection and Confidentiality**

Although SRE is not about personal disclosures and personal issues, it is possible that a pupil may disclose personal information. Staff understand that they cannot promise pupils that this information will be kept confidential and pupils are made aware of this.

If staff are concerned that a pupil is at risk of abuse, they will talk to the Designated Safeguarding Lead (DSL) and follow the school's child protection and safeguarding procedures. If a pupil discloses to a member of staff that they are sexually active, or are considering sexual activity, then this would be viewed as a child protection issue.

## **12. Assessment**

Pupils' attainment and progress in SRE is assessed as part of the framework for science and PSHE.

**13. Monitoring and Evaluation**

The PSHE leader monitors teachers; planning to ensure SRE is being taught. Staff are involved in evaluating the SRE teaching programme as part of the review process for PSHE.

**14. Working with parents**

We are committed to working in partnership with parents and take every opportunity to inform and involve them by:

- Making the policy available on the school's website
- Giving parents the opportunity to view any teaching resources prior to them being used in school
- Providing materials for parents to use when talking about SRE with their children
- Making available to parents hard copies of the policy and teaching programmes
- Consulting parents on the SRE policy when it is reviewed
- Discussing individual concerns and helping parents support the needs of their children

**15. Parents' right to withdraw**

Parents have the right to withdraw their child from those parts of the SRE curriculum that are not statutory. This means that parents cannot withdraw their child from the SRE aspects of the science national curriculum.

If a parent wishes to withdraw their child from the SRE curriculum they must arrange a meeting with the Head of School who will talk through their concerns and discuss the benefits of the school's SRE curriculum. If parents decide to withdraw their child, work will be provided for them to do in another class. We will offer packs of the teaching resources if parents wish to use these with their child at home. Even when a child has been withdrawn from SRE lessons, if the child asks questions at other times, these questions would be answered honestly by staff.

**16. Disseminating the policy**

A copy of this policy is on the school website. Copies are given to staff, governors and visitors involved in delivering SRE in school. When the policy is reviewed, parents are informed through the newsletter and school website.