



Sex and Relationships (SRE) Policy

2026 - 2027

Definition of Sex and Relationships Education (SRE)

“It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.” (DfE Guidance 0116/2000)

The Aims of Sex and Relationships Education

This policy operates in conjunction with the school’s policies on safeguarding children, learning and teaching, equality and inclusion.

Based on the above definition the aims of SRE in this school are:

- To enable our pupils to form a sound understanding of the nature of human relationships
- To enable pupils to see the importance of marriage and stable loving relationships for the bringing up of children
- To prepare pupils for the changes that occurs to their bodies, minds and emotions as a consequence of growth from childhood to adulthood.

Content of the school’s SRE programme

From September 2020, the law requires primary schools to consult on their Relationships Education policy. The DfE has published a guide for head teachers on parental engagement on relationships education, to set out how this is intended to operate. As the guidance makes clear, parental involvement is important but does not amount to a veto over a school’s curriculum.

To summarise, at primary level, children would learn about subjects including:

Families and people who care for me

— Including: the importance of families for children growing up; characteristics of healthy family life; varieties in family life, and how to recognise if family relationships are making them feel unhappy or unsafe; and how to seek help or advice from others if needed

Caring friendships

— Including: the importance and characteristics of friendships; and how to recognise who to trust and who not to trust

Respectful relationships

— Including: the importance of respecting others and of self-respect; about different types of bullying (including cyberbullying); and the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

— Including: the rules and principles for keeping safe online. that people sometimes behave differently online, sometimes pretending to be someone they are not; and awareness of the risks associated with people they have never met.

Being safe

— Including: appropriate boundaries in peer friendships; the concept of privacy and implications for relationships; that each person’s body belongs to them; how to respond to adult strangers, including online; and how and where to ask for advice or help for themselves and others.

- The taught National Curriculum Science Programme of Study
- SRE modules within each key stage delivered within a planned PSHE programme.

- Some Years 5 and 6 SRE will be delivered by the school nurse service, with written permission from parents/carers
- Individual pastoral support for pupils who experience difficulties
- Provision of appropriate information through leaflets and books in the library

The content of the National Curriculum is as follows:

PSHE

Foundation Stage

- Have a developing awareness of their own needs, views and feelings, and be sensitive to the needs, views and feelings of others.
- Form good relationships with adults and peers.
- Work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously.
- Consider the consequences of their words and actions for themselves and others.
- Understand that people have different needs, views, cultures and beliefs that need to be treated with respect.
- Understand that they can expect others to treat their needs, views, cultures and beliefs with respect

Key Stage 1

- to recognise how their behaviour affects other people
- to listen to other people, and play and work cooperatively
- to identify and respect the differences and similarities between people
- that family and friends should care for each other
- that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying

Key Stage 2

- that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view
- to think about the lives of people living in other places and times, and people with different values and customs
- to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships
- to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help
- to recognise and challenge stereotypes
- that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability
- where individuals, families and groups can get help and support.

Science

Key Stage 1

- Know that animals including humans, move, feed, grow, use their senses and reproduce
- Recognise and compare the main external parts of the bodies of humans
- Know that humans and animals can produce offspring and these grow into adults
- Recognise similarities and differences between themselves and others and treat others with sensitivity

Key Stage 2

- The life processes common to humans and other animals include nutrition, growth and reproduction
- About the main stages of the human life cycle

- Changes during puberty (Year 5 and 6)

The school recognises that SRE must be taught throughout the school, in an age appropriate manner, and not left until Year 6. Parents/carers have the right to withdraw their child from SRE lessons and therefore permission is sought. Whenever SRE appears in the school's PSHE programme in a discrete fashion the class teacher will inform parents/carers about the issues to be covered and seek their support in exploring these issues in the home context.

A Whole School Approach to the Delivery of SRE

The school ensures that the rights and responsibilities of the whole school community are met with its SRE programme. The SRE lead coordinates the overall planning and delivery of the programme. Teaching staff ensure they teach the required elements of the curriculum as stated. Outside agencies including the school nurse service and the Life Education Bus team are involved in supporting staff where appropriate and possible. Parents/ carers are asked for written permission for the delivery of Year 5/6 SRE by outside providers. Drugs education is taught where appropriate in the curriculum and children in Years 5/6 take part in the 'DARE' drugs programme.

The following are recognised methods for the effective delivery of SRE:

- Discussion
- Drama and role play
- Research and presentation.

Teachers will also use other teaching methods to enable pupils to learn about SRE that are age appropriate, taking into account the developmental needs of individual pupils. Parents/carers are welcome to discuss with teachers their approach to SRE and the methods of teaching and learning to be used.

The school uses a variety of published resources, including DVDs and books. Parents/carers are welcome to view these materials. Books used to support SRE are in the school library and pupils may borrow them as they wish.

Please see the School SRE Whole School Scheme of Work for more information.

Assessment and Monitoring

Responsibilities of the SRE lead:

- Ensure that SRE features in the school's curriculum according to the programmes of study from the National Curriculum for Science and PSHE
- Monitor the use of teaching and learning styles
- Monitor the use and appropriateness of teaching materials
- Evaluate the effectiveness of the schools programme

Dealing with Sensitive Issues

Consideration must be given to the following:

- Safeguarding Children Issues (see policies on Safeguarding Children, Inclusion and Equality)
- Answering pupils' questions
- Parent/carer Involvement
- Use of outside visitors
- Provision of individual advice and support
- Complaints procedure

- Support and provision for pupils reaching puberty
- Children with English as an additional language
- Confidentiality

Procedure to adopt in the event of a child protection disclosure

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about SRE. The following are protocols for discussion-based lessons with pupils:

- No one (teacher or pupil) will have to answer a personal question
- No one will be forced to take part in a discussion
- Only the correct names for body parts will be used
- Meanings of words will be explained in a sensible and factual way
- Teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent/carer

Where any staff member is concerned about a potential child protection issue it is his/her responsibility to follow the school's policy in this matter (see Safeguarding Procedures)

Right to withdraw children from sex education

Prior to September 2020, as set out in section 2, parents had the right to withdraw their children from sex education outside of National Curriculum Science.

However, the Department for Education noted in its March 2017 policy statement that clarification was being sought on “the age at which a young person may have the right to make their own decisions,” and that a blanket right for parents to withdraw their child from sex education was no longer consistent with English caselaw (or with the ECHR and UNCRC).

The statutory guidance provides that, while under the revised rules head teachers would automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum, the current position would alter at secondary level.

This right to withdraw applies to “sex education delivered as part of statutory SRE” rather than the subject as a whole.

The relevant section of the guidance states:

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory SRE. Before granting any such request it would be good practice for the head teacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools will want to document this process to ensure a record is kept.

Good practice is also likely to include the head teacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead).

Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16.

After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.

This policy is made available for staff, parents and governors on request from the school office or on the school website.

Date for review: September 2027