



**Policy: Sex and Relationship Education Policy**

**Date Ratified:**

**Chair of Governors: Mr Glenn Daly**

**Date for Review: As required**

This policy has been written with due consideration of the seven protected characteristics (Equality Act 2010) of sex, race, disability, religion or belief, sexual orientation, gender reassignment and Pregnancy or Maternity. If any of these characteristics were deemed to be at high risk with regard to the content, this will be recognised within the policy

## **Sex and Relationship Education Policy**

Through SRE at Hopping Hill we inform children about sex and relationships in the context of their personal, social and health education. This allows children to learn factual information and ask questions about the changes they will be going through as they mature and reach puberty. Under no circumstance do we use sex education as a means of promoting any form of sexual orientation.

We aim to work closely with parents, carers and governors and to create an ethos that will ensure all pupils receive appropriate, accurate and honest answers to their questions about SRE.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

### **Aims**

- To offer all pupils a planned programme of education about human development, relationships, sexuality and family life which is developmental and appropriate to the age and maturity of the child.
- To encourage pupils to develop a positive attitude to all body functions.
- To help children understand that they have rights over their bodies.
- To help pupils recognise peer social pressure and boost self esteem.
- To promote an ethos whereby children can, to a degree, expect answers to their concerns and questions.

### **Responsibility for the Policy and Procedure**

### **Role of the Governing Body**

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- ratified a policy outlining the rationale and organisation of the Sex and Relationships Education (SRE) programme;
- a duty to inform parents of the policy;
- a duty to inform parents of their right of withdrawing their child from part of the school's SRE programme if they so wish
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;

- responsibility for the effective implementation, monitoring and evaluation of this policy

### **Role of the Headteacher**

The Headteacher will:

- implement the policy;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the coordinator;
- provide leadership and vision in respect of equality;
- organise effective training for the teaching staff so that they can handle any difficult issues with sensitivity
- monitor the effectiveness of this policy;

### **Role of the Coordinator**

The coordinator will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher;
- provide guidance and support to all staff;
- provide training for all staff when the need arises and ensure this policy is shared on induction of new staff;
- keep up to date with new developments and resources;
- undertake risk assessments when required;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy

### **Role of School Personnel**

School personnel will:

- comply with all aspects of this policy;
- use a variety of teaching methods and resources to deliver the SRE programme;
- implement the school's equalities policy and schemes;
- report any concerns they have on any aspect of the school community
- sensitively and appropriately deal with any queries made by the children within the guidance of the policy

### **Role of Pupils**

Pupils will:

- be aware of and comply with this policy;
- listen carefully to all instructions given by the teacher;
- be encouraged to ask questions in order to further develop their knowledge, skills and attitudes;
- ask for further help if they do not understand;

- treat others, their work and equipment with respect;

## **Role of the Local Health Authority**

The school nurse provides advice and support with our SRE programme.

## **SRE Programme**

We carry out the main SRE teaching in our Personal, Social, Health and Citizenship Education (PSHCE) curriculum.

We also teach some SRE through other subject areas (for example, science and PE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

## **Organisation of the SRE Programme**

The delivery of this programme will be flexible and it will be delivered through:

- topics;
- planned aspects of science;
- class discussions or circle time,
- assemblies;
- the occasional visit from the school nurse

## **Confidentiality**

The teaching staff will endeavour to respect a child's confidence, unless we consider the child to be at risk. Where confidentiality has to be breached, reasons will be given. School staff cannot promise a child that they will 'keep a secret'.

## **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- the induction of new staff and staff training sessions
- meetings with parents such as introductory, parent-teacher consultations
- meetings with school personnel
- communications with home such as half termly year group newsletters

## **Training**

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

## **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

## **Monitoring the Effectiveness of the Policy**

Annually (or when the need arises) the effectiveness of this policy will be reviewed by the coordinator, the Headteacher and the nominated governor and the necessary recommendations for improvement will be made to the Governors.

## Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
			✓	

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community

Question	Equality Groups															Conclusion																	
<b>Does or could this policy have a negative impact on any of the following?</b>	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'yes' or 'not sure'								
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS									
		✓				✓				✓				✓				✓				✓					Yes	No		✓			
<b>Does or could this policy help promote equality for any of the following?</b>	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'								
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS									
	✓				✓				✓				✓				✓				✓				✓						Yes	No	
<b>Does data collected from the equality groups have a positive impact on this policy?</b>	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'								
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS									
	✓				✓				✓				✓				✓				✓				✓						Yes	No	

<b>Conclusion</b>	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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<b>Preliminary EIA completed by</b>	<b>Date</b>	<b>Preliminary EIA approved by</b>	<b>Date</b>