

Sex and Relationships

Date	Review Date	BoM	Co-author
Mar 17	Mar 19	Anne Martin	Nic Scott

This policy represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Education Act 1996
- Equality Act 2010

The following documentation is also related to this policy:

- Statutory Guidance on Sex and Relationship Education (DfE)
- Equality Act 2010: Advice for Schools (DfE)

Sex education is best defined as ‘...learning about physical, moral and emotional development. It is about understanding 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’. (Sex Education and Relationship Education Guidance)

In this school SRE is part of the personal, social and health education curriculum. Through SRE we inform children about sexual issues but in the context of morality and individual responsibility. This allows children to ask and explore moral questions. 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 and carers to create an ethos that will ensure all pupils receive appropriate, accurate and honest answers to their questions about SRE.

We work closely with the pupils, to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

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, ability and maturity of the child.
- To teach sexuality within a moral framework emphasising stable relationships and family life.
- 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.

Responsibility for the Policy and Procedure

Role of the Board of Management (BoM)

The BoM has:

- delegated powers and responsibilities to the School Principal to ensure all school personnel and stakeholders are aware of and comply with this policy;
- produced a policy outlining the rationale and organisation of the Sex and Relationships Education (SRE) programme;
- a duty to inform parents of their right of withdrawing their child from all or part of the school's SRE programme if they so wish
- responsibility for ensuring that the school complies with all equalities legislation;
- 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;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are available to parents, on request;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the School Principal

The School Principal will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- organise guidance for the teaching staff so that they can handle any difficult issues with sensitivity
- monitor the effectiveness of this policy;

Role of the Senior Team

The senior team will:

- lead the development of this policy throughout the school;
- work closely with the School Principal
- make effective use of relevant research and information to improve this policy;
- provide guidance and support to all staff;
- provide guidance for all staff when the need arises;
- keep up to date with new developments and resources;
- undertake risk assessments when required;
- review and monitor;

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 and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

Role of Parents

All parents must:

- acknowledge that they have a primary role in their child's SRE programme;
- be aware of the school's SRE policy;
- ask any pertinent questions regarding their child's sex education at the school;
- be aware of their right of withdrawing their child from all or part of the SRE programme that we teach in this school

Sex Education Programme

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

We also teach some sex education through other subject areas (for example, Science), 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.

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Organisation of the Sex Education Programme

The organisation and management of our SRE programme is undertaken by:

- ABA Supervisors
- Teaching staff

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

- topics;
- 1:1 teaching;
- planned aspects of Science;
- class discussions,

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. Teachers cannot promise a child that they will 'keep a secret'.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Prospectus
- the school website
- the Staff Handbook
- communications with home such as home contact books

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training which specifically covers:
 - All aspects of this policy
 - PSHE
 - Equal opportunities
 - Inclusion
- receive periodic training so that they are kept up to date with new information

- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications

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.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be regularly reviewed or when the need arises by the Headteacher.

BoM:	Anne Martin	Date:	March 2015
Co-author:	N Scott	Date:	March 2015

The Quest School

Initial Equality Impact Assessment

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

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

Question	Equality Groups															Conclusion													
Does or could this policy have a negative impact on any of the following?	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	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓			✓			✓	✓
Does or could this policy help promote equality for any of the following?	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	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓			✓			✓	
Does data collected from the equality groups have a positive impact on this policy?	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	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓			✓			✓	

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