Sex & Relationship Policy	
Date of last review	September 2026
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Approved by Headteacher	

'Empowering children through sustainable, diverse, arts-enriched education'

Sex & Relationship Policy

Introduction- What is Sex and Relationship Education?
The teaching of Sex and Relationships Education at Thornhill Primary School, using an integrated and consistent approach, is lifelong learning about physical, sexual, moral and emotional development. It includes the understanding of the importance of stable and loving relationships, respect, love and care for family life. It also involves acquiring information, developing skills and forming positive beliefs, values and attitudes. We do not use sex and relationships education as a means of promoting any form of sexual orientation.
Here at Thornhill, we will use the Sex and Relationship Education curriculum to support 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.
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.

Aims of Sex and Relationship Education
The aim of SRE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. This should take place with consideration of the qualities of relationships with families.

Taking account of the age, maturity and needs of the pupils, sex and relationships education aims to:

- provide the knowledge and information to which all pupils are entitled;
- help children to develop feelings of self-respect, self-esteem, self -confidence, sympathy and empathy;
- provide the confidence to be participating members of society and to value themselves and others;
- prepare pupils for puberty and encourage them to take responsibility for their own actions;
- give them an understanding of reproduction and sexual development;
- give them an understanding of the importance of health and hygiene;
- develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- respect and care for their bodies;
- answer pupils' questions honestly and sensitively – referring the children to parents where appropriate;

- provide information on where individuals and families can get help and support.

Teaching and Learning including Delivery of the Curriculum
We teach Sex and Relationships Education discretely. However, some relationship aspects are covered through our values curriculum, and some of the biological aspects are covered in Science. We receive the support of a health professional to support pupils in years 4,5,6 through age specific talks and class sessions. These sessions progress as children move through the school.

We also teach Sex and Relationships Education through other subject areas (for example Science, PE and PSHE) 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.

Linked with R.E, children 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.

Since Sex and Relationships Education incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum, but through all aspects of school life including the playground. It is important then that all staff understand that they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

Statutory Requirements
All schools must teach the following as part of the National Curriculum Science Orders, parents do not have the right to withdraw their child/children from the Science curriculum, however, do have the right to withdraw their child/children from receiving sex and relationship education in school. If schools do teach SRE, they must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

National Curriculum Science

Key Stage 1
- Identify, name, draw and label basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults.

Key Stage 2
- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop into old age.

The Role of Parents
The school is well aware that the primary role in children's sex and relationships education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:
- inform parents about the school's Sex and Relationships Education policy and practice;
- answer any questions that parents may have about the Sex and Relationships Education of their child;
- hold meetings for parents who have children in years 4, 5, 6
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex and relationships education in the school.

The Role of the Headteacher
It is the responsibility of the headteacher to ensure that both staff and parents are informed about our Sex and Relationships Education policy, and that the policy is implemented effectively and consistently. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity. The Headteacher monitors this policy on a regular basis and reports to governors on the effectiveness of the policy.

The Role of the School and Other Members of the Community
We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. Health professionals are expected to work within the school's Sex and Relationships Education policy and on the instructions of the headteacher. Here at Thornhill staff are responsible for delivering SRE in a sensitive way, modelling positive attitudes and monitoring the progress of all children as well as responding to the needs of individual pupils.

Confidentiality
Teachers, with the support of Health Professionals, conduct sex and relationships education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, or indicates that they may have been a victim of abuse, this will be dealt with in line with our child protection policy.

Answering Difficult Questions
If a child asks an explicit or difficult question, the staff will use their professional judgement in deciding the best way to answer it. This may be through individual work or discussion with the child. If the staff member is concerned, they can refer to the headteacher who can discuss the matter with the parent, or follow other appropriate procedures

Children with Additional education needs
It is up to the school to make sure that the needs of all pupils are met. This may mean more explicit teaching to ensure that children with additional education needs are properly included in SRE. This may mean additional support within lessons, small group or individual lessons and an adapting of resources to enable access. Parents may need to be consulted individually with regard to children with AEN, especially if the pupil has a very low mental and or emotional age.

Training
Staff are trained on the delivery of SRE as part of their induction and it is included in our continuing professional development calendar. The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring and Evaluating the Policy
Teacher assessment will inform discussion about the successful implementation of the Policy. Judgements about the success of the Policy can also be made through gathering evidence from school staff about how the Policy supports them, from parents and governors about the clarity of the information provided, and from pupils about how sex and relationships education provision is meeting their needs.