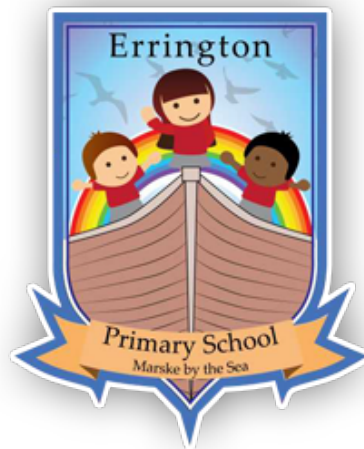


# Policy for Sex and relationships at Errington Primary School



Published and governor approval: 1.10.21

This policy has been subject to an Equality Impact Assessment by:  
Author/Reviewer: Sarah Rule

SLT/EET: Sarah Rule/Claire English/Allan Fishpool

Governors/Trustees: Anthony Senior

Could/does the policy or procedure have a negative impact on one or more of the groups of people covered by the protected characteristics of equality? If so, how can this be changed or modified to minimise or justify the impact? no

Could/does the policy have the potential to create a positive impact on equality by reducing and removing inequalities and barriers that already exist? If so, how can these be maximised? yes

**ERRINGTON PRIMARY SCHOOL**  
**SEX AND RELATIONSHIPS POLICY**

**RATIONALE**

The school's approach to, and the content of, its sex and relationships teaching will be differentiated appropriately to reflect the different ages and levels of maturity of the pupils being taught. In this school, effective sex and relationship education is seen to be essential if young people are to make responsible and well-informed decisions about their lives. It will not be delivered in isolation. It will be firmly rooted within PSHE and the wider curriculum. It will be part of lifelong learning about physical, moral and emotional development. It will be about the understanding of the importance of healthy relationships in family life, stable and loving relationships, respect, love and care. It will also be about the teaching of sex, sexuality, and sexual health. It is not concerned with the promotion of sexual orientation or sexual activity.

**GUIDELINES**

1. To help and support young people through their physical, emotional and moral development.
2. To help young people learn to respect themselves and others and move with confidence from childhood, through adolescence, into adulthood – with particular regard to homophobia and transgender issues in KS2.
3. To help learners develop the skills and understanding they need to live confident, healthy and independent lives.
4. To help learners understand and deal with difficult moral and social questions.
5. To teach sensitively, and when appropriate for learners, about sex, sexuality, and sexual health.
6. To help learners understand the importance of healthy relationships for family life, stable and loving relationships, respect, love and care and not to stereotype these loving relationships.

**PURPOSE**

1. The governing body and head teacher will involve parents in developing and reviewing our Sex and Relationship Education policy to ensure that this policy reflects parents' wishes and the culture of the community we serve.
2. Learners will gain an appreciation and understanding of **families and people who care for them**. This will cover the differing family structures reflective of modern day Britain.
3. To allow children to understand how to form and foster **caring relationships** – the characteristics of friendships, including mutual respect, trustworthiness, loyalty, kindness, generosity, trust and support with problems and difficulties
4. Children will focus on the importance of **respectful relationships**- gaining an understating of different types of bullying and how their behaviour can impact upon others.

5. Coupled with the teaching of ICT children will learn about the issues surrounding **online relationships**- how to critically consider their online actions and their possible consequences.
6. Learners will also gain an appreciation of **how to stay safe** and who to seek help from if they encounter problems.
7. It will enable young people to mature, to build up their confidence and self-esteem and to understand the reasons for delaying sexual activity. It will help them to acquire the knowledge and skills which are so vital in preparing them to face the many conflicting pressures on young people in today's society.
8. There will be a graduated, age-appropriate, programme of sex and relationship education. Teaching methods will take into account the developmental differences of children.
9. In upper key stage 2 children will be taught about the changes their body goes through in puberty in order to support their ongoing emotional and physical development.

## CONCLUSION

Effective sex and relationship education will be achieved through a whole-school approach which will ensure that the school's policy and educational programme is tailored to the age and physical and emotional maturity of the children. The school nurse will deliver the talks in year 5 and parents will be given the opportunity to view the materials beforehand.

<b>Date of Approval/Revision</b>	December 2023
<b>Review interval (years)</b>	13yearly
<b>Responsible Officer</b>	Sarah Rule
<b>Approval/review body (ies)</b>	Extended Executive Team/Trust Board
<b>Date of next review</b>	December 2026
<b>Public File location</b>	Errington website

## Equality Impact Assessment

Question	Response
<b>1. Name of policy/funding activity/event being assessed</b>	Relationships and sex education
<b>2. Summary of aims and objectives of the policy/funding activity/event</b>	This is to educate all children in healthy positive relationships and how these need to be taught, keeping healthy and a progressive age appropriate sex education programme.
<b>3. What involvement and consultation has been done in relation to this policy? (e.g. with relevant groups and stakeholders)</b>	This has been consulted upon with parents and staff, SLT and then taken to the local governing body for approval.
<b>4. Who is affected by the policy/funding activity/event?</b>	The whole school community.
<b>5. What are the arrangements for monitoring and reviewing the actual impact of the policy/funding activity/event?</b>	This policy will be reviewed yearly as will the planning to ensure that we are providing an age appropriate curriculum for children.

Protected Characteristic Group	Is there a potential for positive or negative impact?	Please explain and give examples of any evidence/data used	Action to address negative impact (e.g. adjustment to the policy)
Disability	no		
Gender reassignment	no		
Marriage or civil partnership	no		
Pregnancy and maternity	no		

<b>Race</b>	no		
<b>Religion or belief</b>	no		
<b>Sexual orientation</b>	yes		This is discussed at length within the programme of study – some parents are uncomfortable with this being taught.
<b>Sex (gender)</b>	no		
<b>Age</b>	no		



## Evaluation:

Question	Explanation / justification	
Is it possible the proposed policy or activity or change in policy or activity could discriminate or unfairly disadvantage people?	no	
Final Decision:	Tick the relevant box	Include any explanation / justification required
1. No barriers identified, therefore activity will <b>proceed</b> .	x	
2. You can decide to <b>stop</b> the policy or practice at some point because the data shows bias towards one or more groups		
3. You can <b>adapt or change</b> the policy in a way which you think will eliminate the bias		
4. Barriers and impact identified, however having considered all available options carefully, there appear to be no other proportionate ways to achieve the aim of the policy or practice (e.g. in extreme cases or where positive action is taken). Therefore you are going to <b>proceed with caution</b> with this policy or practice knowing that it may favour some people less than others, providing justification for this decision.		

Will this EIA be published* Yes/Not required (*EIA's should be published alongside relevant funding activities e.g. calls and events:	yes
Date completed:	15.12.21
Review date (if applicable):	December 2022



## Change log

Name	Date	Version	Change
	When published	1	