



# Sex and Relationships Policy

Reviewed: 13.3.2024 | Date of next review: 01.3.2025

## Introduction

We believe that the sex and relationships education policy for Running Deer School is only effective as part of the broader policies of the school. It is also our belief that the implementation of such policy must be handled with a sensitivity which takes into account the needs of children at different stages of their emotional development, the growing diversity of family patterns and the multicultural nature of society within our whole school values-based and rights respecting ethos.

## Legislation

This policy will be compliant with the following guidance:

DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (2020)  
DfE 'Science programmes of study' (2014)

## Aims and purpose

Relationships and sex education has a wider purpose than the acquisition of knowledge. Thus, it is also concerned with the development of positive attitudes and values that lead to behaviour based on responsible decision-making.

For example, areas which will be covered are:

Knowledge – plant and animal reproduction; the structure and functions of the human body; physical changes (e.g. puberty), health and care of the body.

Attitudes – society's attitudes and values; developing a personal moral code; self-confidence and self-esteem; avoiding the stereotyping of gender roles; respect for others; respect for diversity.

Behaviour – personal feelings; the importance of caring and loving relationships; changing relationships; friendships; tolerance of differences.

## Equality

Our curriculum meets The Equality Act 2010 by ensuring that issues are taught in a way that does not subject pupils to discrimination. SRE at Running Deer will foster good relations between pupils, tackle prejudice and stereotyping, and promote understanding and respect.

We are dedicated to delivering the SRE programme with sensitivity and respect, avoiding any derogatory or prejudicial terms which may cause offence.

## **Organisation**

The programme will be delivered through the personal, social and health education (PSHE) curriculum, with aspects taught through the science curriculum.

The effectiveness of the programme will be monitored by the Education Manager through monitoring of teaching, listening to feedback from children, parents and teachers, and through using data.

## **Language and terminology**

SRE has a vital role to play in helping children develop a vocabulary they can use to communicate comfortably, respectfully and accurately about the human body, growing up, sex and relationships. This is only possible if adults teaching SRE are able to model use of this type of vocabulary.

It is good practice to use medically correct terms for genitalia and sexual parts of the body, for example: vulva, vagina, penis and testicles. OFSTED provides full support for this approach (2013) and have raised concerns that some primary schools are currently failing to teach this vocabulary because this leaves children unable to describe abusive behaviours.

The use of respectful language which challenges sexism, homophobia and other forms of prejudice can be established in SRE and will have benefits for the whole school community – both in and out of lessons.

OFSTED (2014) outlines the expectations that schools educate children and take actions to prevent discriminatory and derogatory language including homophobic language.

## **Working with parents/carers**

We understand that the teaching of some aspects of the programme may be of concern to parents/carers.

We ensure that no teachers express their personal views or beliefs when delivering the programme.

We respect the legal right of parents / carers to withdraw their child from all or part of the SRE programme.

## **Child protection/confidentiality**

Teachers need to be aware that effective sex and relationships education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member will inform the designated safeguarding lead in line with school procedures for child protection.

A member of staff cannot promise confidentiality if concerns exist.

## **Contact Running Deer**

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