2f Sex and Relationships Education Policy

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Statutory Policies	**Part 2**
ISI	Part 1: Quality of education
NMS	
Author Led	Headteacher
Date of Review	November 2026
Next Review	November 2028
Comment	Biannual Review
Website	Yes

Sex and Relationships Education Policy

1. Introduction

As a school we are committed to providing high quality relationships and sex education that is tailored to the age and the physical and emotional maturity of the children. In 2017 the then Secretary of State, Justine Greening, announced her intention to put Sex and Relationships Education (SRE) on a statutory footing by September 2019. Whilst taking into consideration the recent supplementary advice provided in the document, 'Sex and Relationships Education for the 21st Century' (2014 Brook, PSHE Association and Sex Education Forum), our policy on sex and relationship education (SRE) is based on the requirements of the Education Act 2002, DfE document 'Sex and Relationship Education Guidance' (DfES 0116/2000).

The purpose of this policy is to set out the ways in which our provision for relationships and sex education will support students through their spiritual, moral, social, emotional and physical development, and prepare them for the opportunities, responsibilities and experiences of life.

2. Aim of SRE education

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The aims of sex and relationship education (SRE) are to:

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Help students develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and stable, loving relationships.
- Teach students the correct vocabulary to describe themselves and their bodies.

3. Statutory requirements

In line with UK guidelines, SRE is not compulsory in Years 1 - 6, but is taught with an understanding of the cultural context.

In Years 7 – 13 we do teach SRE, but the content is governed by The Moroccan Education Ministry and so must be acutely aware of the differences which exist between our two countries.

4. Definition

SRE is one of the most important ways we act on our responsibility to safeguard and protect our students, as set out in our Safeguarding/Child Protection Policy. To safeguard children effectively it is vital that opportunities are created in the curriculum to teach about healthy behaviour, caring relationships, online safety and when and how to get help.

In our school we encourage children to develop skills in these areas so that they are equipped with strategies to help themselves in preventing or reporting harm or abuse.

The rationale of this policy is concordant with the Department for Education's 2010 paper that highlighted 'Children need high quality sex and relationships education so they can make wise and informed choices'.

While recognising that different groups of people may have different opinions about issues, our emphasis is on providing factual information. Children and young people are bombarded with advertising, TV, radio, magazines, newspapers, video games, music videos, the internet and mobile phones all of which communicate messages that suggest what is 'acceptable', or 'desirable' for relationships, our bodies and sex. Further, technology is evolving at a tremendous pace. The need to protect children and young people from inappropriate online content, cyber-bullying and exploitation is a growing concern that we, as a school, take seriously. Therefore, SRE at home and in schools is more important now than ever before to ensure children and young people have access to reliable information and an opportunity to explore the messages they are receiving in a safe learning environment.

SRE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHCE). Underpinning both SRE and PSHCE is the promotion of safe, equal, caring and enjoyable relationships.

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A comprehensive programme of SRE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, loving, stable, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. SRE is part of lifelong learning about relationships, sex, sexuality, emotions, and sexual health. Sex and relationship education is about physical, moral and emotional development.

SRE is not about the promotion of sexual activity.

5. Delivery of SRE

SRE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of SRE are taught within the science curriculum.

Across all Key Stages in The Prep and Senior School, students will be supported with exploring of their own and other people's attitudes and values, particularly related to sexual matters, and to respect the rights of others to their own opinions. SRE can help students to develop a good self-image and high self-esteem, responsibility and the ability to make informed decisions.

Issues will be taught in a way that does not subject students to discrimination, but we remain mindful of our legal obligations in regard to Moroccan Law on what content we are allowed to cover.

The following skills will be developed through SRE:

- Communication, including how to manage changing relationships and emotions.
- Recognising and assessing potential risks.

- Assertiveness.
- Seeking help and support when required.
- Informed decision-making.
- Self-respect and empathy for others.
- Recognising and maximising a healthy lifestyle.
- Managing conflict.

6. Answering Questions and Sensitive Issues

Teachers should answer all students' questions relating to SRE in an open and factual way, taking into consideration the family background, culture, religious beliefs and students' differing experiences. The following ground rules have been established:

- Teachers should not enter into discussion about personal issues or lifestyles.
- No-one (student or adult) has to answer a personal question.
- Nobody is forced to take part in a discussion.
- Meanings of words are explained in a sensible and factual way.

An individual student may ask an explicit or difficult question in the classroom. Teachers will use their discretion in these situations, and may use the following strategies in responding to questions:

- Try to find out why the student is asking the questions, and exactly what they want to know.
- Determine the student's present level of knowledge and understanding.
- Offer a simple answer, and if appropriate back up with a relevant story or picture.
- Occasionally, questions will be answered later on in the day instead of immediately, in order to find an appropriate time for responding.

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***If appropriate groups will be gender split depending on the topic.**

7. What is covered in SRE

SRE is not an isolated subject: it is found in most areas of the curriculum. Opportunities should be used as they occur for answering students' questions and exploring issues as they arise. All subjects, but particularly Science and our PHSCE programme, provide a focus for exploring some elements of SRE.

The school recognises that some aspects of SRE are a whole school concern and that some aspects can be covered by subject teachers across the curriculum. However, there are aspects which need to be taught separately in PSHE, including those specifically relating to sexual matters. Not all teachers are best suited to teach some of these. Therefore, some SRE topics may be delivered by a panel of teachers who are particularly trained and confident in teaching this subject. All teachers are given training on handling controversial topics and are made aware about confidentiality boundaries and know where/who to refer students for confidential advice and support (please refer to the school's PHSCE and Safeguarding policies for further guidance).

Annex A of this document highlights some of the areas covered in our SRE.

8. Roles and responsibilities

The Board of Governors will approve the SRE policy and hold the Headteacher to account for its implementation.

The Headteacher is responsible for ensuring that SRE is taught consistently across the school, and for managing requests to withdraw students from [non-statutory/non-science] components of SRE.

Staff are responsible for:

- Delivering SRE in a sensitive way.
- Modelling positive attitudes to SRE.
- Monitoring progress.
- Responding to the needs of individual students.
- Responding appropriately to students whose parents wish them to be withdrawn from the [non-statutory/non-science] components of SRE.

Students are expected to engage fully in SRE and, when discussing issues related to SRE, treat others with respect and sensitivity.

9. Confidentiality

Teachers conduct SRE lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then staff will deal with it as a matter of safeguarding/child protection and immediately inform the Designated Safeguarding Lead. Staff will respond in a similar way if a child indicates that they may have been a victim of any other type of abuse.

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10. Parents' right to withdraw

We acknowledge that parents have the right to withdraw their children from all or part of the sex and relationship education taught in the school except for those parts included in the statutory National Curriculum: all children are expected to learn the content of the national science curriculum.

If a parent wishes their child to be withdrawn from any part of our SRE, they should discuss this first with the Headteacher, make it clear which aspects of the programme they do not wish their child to participate in and confirm their request in writing.

11. Monitoring, Evaluation and Review

The policy and teaching programme will be reviewed biennially. Senior staff will take a key role in monitoring the progress of the policy. Feedback from staff and students will be monitored by the head of PSHCE as will lesson delivery and content. The procedure will be promoted and implemented throughout the school.

Annex A

Topics Covered in SRE

The British International School Casablanca

Whilst this list is not exhaustive, it gives a clear indication of what is covered at our school (age dependent):

- Give a list of the main external parts of male and female bodies and may use some scientific names for these.
- Use the scientific terms e.g. penis, testicles, breast and vagina and explain which parts are male and which are female.
- Give several examples of the capabilities of their own bodies.
- Describe familiar hygiene routines such as brushing teeth and washing hair, and understand the reasons for doing these things.
- Look forward to new areas of responsibility for their personal hygiene.
- Explain how common illnesses such as colds or tummy bugs are spread and be able to describe how they can prevent the spread of one such illness.
- Identify the main stages of the human lifecycle and identify the stage of an individual with reasonable accuracy.
- Explain ideas about being grown up and show they have a relatively realistic view of adulthood.
- Identify an area for which they can take more responsibility.
- Explain some ways that parents/carers are responsible for babies and understand that these responsibilities are because a baby cannot look after itself.
- Know and understand the appropriate use of scientific names for the external and internal sexual parts of the body and be able to explain basic functions.
- Understand the main changes that will happen at puberty, know some ways to manage them, and how it affects people differently.
- Have a basic understanding about body image and have learnt some ways to support a positive body image for themselves and others.
- Understand the importance of washing regularly and of maintaining other hygiene routines during puberty.
- Understand ways they can prevent the spread of common diseases and have a rudimentary understanding of HIV and other STIs.
- Describe the main stages of how a baby is made, using some scientific vocabulary.
- Describe some emotions associated with the onset of puberty and have strategies to deal with these positively.
- Understand that puberty affects people in different ways both physically and emotionally.
- Understand that the way they behave affects others and that they have some responsibility to others to make sure they are not hurt needlessly.
- Describe some characteristics of a loving trusting relationship.
- Learn about the right to be safe and in control of their body.

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