



Sex and Relationships (SRE)Policy

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Castle School Sex and Relationships Education (SRE) Policy

1. Introduction

At Castle School we believe that high quality Sex and Relationships Education (SRE) is an essential part of preparing pupils for happy, healthy and safe lives. Our pupils have a wide range of special educational needs and disabilities (SEND), and our curriculum is adapted to meet their individual learning needs, communication profiles and stages of development.

Our SRE programme is designed to:

- Promote the Castle values of **Be Confident, Be Kind, Be Creative**.
- Support pupils in understanding their bodies, emotions and relationships.
- Equip pupils with knowledge and skills to stay safe in different contexts, including online.
- Promote respect for self and others, celebrate diversity, and challenge stereotypes.
- Be accessible, age-appropriate and stage-appropriate for all pupils.

This policy has been written in line with:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education, DfE, 2019 & 2025 (statutory from September 2020, with updates to be fully implemented by 2026).
- Children and Social Work Act 2017.
- Keeping Children Safe in Education 2025.
- SEND Code of Practice (2015).
- Equality Act 2010.
- Guidance from the PSHE Association, NSPCC, Sex Education Forum, and Cambridgeshire PSHE Service.

2. Aims of SRE at Castle School

- To ensure pupils understand the features of positive, healthy and safe relationships.
- To support pupils to recognise and report feelings of being unsafe, including in family, peer, and online contexts.
- To develop pupils' understanding of their own bodies and respect for the bodies of others.
- To prepare pupils for puberty and, where appropriate, reproduction.
- To foster equality, inclusion and respect for difference (including gender identity, sexual orientation, disability, race, culture and religion).
- To provide pupils with vocabulary, confidence and trusted channels for seeking help.
- To support safeguarding by equipping pupils with protective behaviours.

3. Statutory Requirements

- Relationships Education is compulsory for all pupils in primary education.
- Relationships and Sex Education (RSE) is compulsory in secondary schools.
- Health Education is compulsory for all pupils in state schools.
- Parents/carers cannot withdraw their child from Relationships or Health Education. They may withdraw from the sex education element of RSE (beyond the National Curriculum Science requirements) up to three terms before the pupil turns 16.
- At Castle School, we will always work in partnership with parents and carers in relation to SRE content and delivery.

4. Curriculum Design and Delivery

4.1 Principles

- **Tailored and differentiated:** Our pupils access the SRE curriculum at different levels depending on need, ability, communication style, and emotional development.
- **Protective behaviours:** All content is taught within a safeguarding framework, equipping pupils to understand safe and unsafe behaviours.
- **Cross-curricular links:** SRE is taught mainly through PSHE and Science, but also reinforced across the wider curriculum (e.g., online safety in Computing, consent and cooperation in PE, healthy relationships in Drama).
- **Preparation for adulthood:** SRE links directly to our Learning Pathways, preparing pupils for independence, relationships, and community participation.

4.2 Curriculum Content

Primary Phase (mapped to RSE statutory requirements):

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Basic body awareness, privacy and safe/unsafe touch
- Naming body parts using appropriate language (e.g., penis, vagina)
- Understanding feelings and learning strategies for self-regulation

Secondary Phase:

- Healthy and unhealthy relationships (including peer pressure, coercion and consent)
- Stereotypes, equality and diversity (gender, sexuality, disability, race, religion)
- Respectful intimate relationships

- Sexual orientation and gender identity
- Online safety, digital resilience and the risks of sharing images
- Puberty and body changes (physical and emotional)
- Conception, pregnancy and contraception (for pupils where appropriate)
- Sexual health, STIs and where to access support (for pupils where appropriate)
- The law relating to consent, sexual activity, exploitation, harassment, domestic abuse, forced marriage, FGM, honour-based abuse
- Building self-esteem, confidence and assertiveness

SEND-specific Adaptations:

- Use of visuals, symbols, social stories, and Makaton.
- Personalised workbooks and sensory resources.
- Explicit teaching of social norms (e.g., public/private behaviours, personal space).
- Repetition, role play and practical modelling.

5. Teaching and Learning

- Taught primarily by class teachers and support staff, who know pupils well.
- Supported by the internal PSHE Team and external specialists where appropriate (e.g., school nurse, Dyverse etc).
- Staff receive training in RSE delivery, safeguarding, and handling sensitive questions.
- All sessions follow a safe learning environment protocol, with clear ground rules.

6. Safeguarding and Confidentiality

- Staff will respond to disclosures in line with the Castle School Safeguarding Policy.
- Pupils will be taught where to get help (trusted adults, Childline, online reporting).

- We recognise that some pupils may be more vulnerable to abuse, exploitation or grooming, and SRE content is a protective factor.

7. Working with Parents and Carers

- Parents will be consulted on policy development and curriculum design.
- Information sessions will be held to explain curriculum content.
- Parents may request to withdraw their child from sex education (outside statutory science).
- The school will respect these requests while ensuring safeguarding content is still delivered.

8. Equality and Inclusion

- SRE will actively promote equality and challenge all forms of prejudice and discrimination.
- We will ensure resources represent a diverse range of families, relationships and identities.
- Pupils will be taught to respect difference and celebrate diversity, in line with the **Equality Act 2010** and Castle School's Equality Objectives.

9. Monitoring and Review

- The SRE lead will monitor delivery through planning scrutiny, lesson observations and pupil voice.
- Governors will receive an annual report on SRE provision.
- Policy will be reviewed every two years (or earlier if statutory guidance changes).

10. Roles and Responsibilities

- **Governing Body:** approves policy, monitors compliance.
- **Headteacher:** ensures policy implementation and staff training.
- **SRE Lead:** oversees curriculum, resources, monitoring and evaluation.
- **Teachers and Support Staff:** deliver curriculum sensitively and adapt to pupil needs.
- **Parents/Carers:** support learning and reinforce messages at home.
- **Pupils:** engage with lessons, respect the views of others, and develop skills to keep themselves safe.

11. Linked Policies

- Safeguarding and Child Protection Policy
- Equality and Diversity Policy
- PSHE Policy
- Anti-Bullying Policy
- Online Safety Policy
- Behaviour Policy
- Supporting Pupils with Medical Needs Policy