



**Best Futures School**

*Where Children Come First*

# **Sex and Relationships Policy**

Date updated – March 2025

Lead – Dawn Best

Status - Current

Prepared by – Jayne Dodd

Review date – March 2026 or sooner  
if legislation is updated

## **Overview**

At Best Futures School we believe that effective sex and relationship education is essential if young people are to make responsible and well-informed decisions about their lives. Our approach to, and the content of, sex and relationships teaching will be differentiated appropriately to reflect the different ages and levels of maturity of the pupils being taught. It will not be delivered in isolation. It will be firmly rooted within PSHE and the curriculum. It will be part of lifelong learning about physical, moral and emotional development. It will be about the understanding of the importance of marriage for 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. This policy operates alongside the school's Child Protection Policies and whilst we are dealing with confidential issues with regard to sex and relationship teaching, we may sometimes hear disclosures that suggest a child might be at risk of abuse. In such cases the procedures laid down in the Child Protection Policy will be followed.

## **Aims and Objectives**

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.
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 marriage for family life, stable and loving relationships, respect, love and care.

## **Strategies**

1. Learners will be taught in the context of loving relationships and family life.
2. Care will be taken to ensure that there is no stigmatisation of children based on their home circumstances.
3. Learners will be given accurate information. This will help when developing skills to enable them to understand difference, respect for themselves and others. This process is also essential in preventing and removing prejudice
4. Sex and relationship education will contribute to the promotion of the spiritual, moral, cultural, mental and physical development of pupils at school and of society. It will prepare pupils to meet the opportunities, responsibilities and experiences of adult life.
5. Sex and relationship education will not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others.

6. It will enable young people to mature, to build up their confidence and self-esteem. 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.

### **Outcomes**

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. Staff will be given appropriate training and or support to carry out their duties.

### **Harmful Sexualised Behaviour**

Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour" (HSB). The term has been widely adopted in child protection and is used in this policy. HSB can occur online and/or face-to-face and can also occur simultaneously between the two. HSB should be considered in a child protection context.

Where there is a concern regarding Harmful Sexualised Behaviour, staff are to follow the normal reporting procedures to the DSL. More information on this topic is available in the school Safeguarding Policy.

### **LGBTQ+**

The fact that a child or young person may be LGBTQ+ is not itself an inherent risk factor for harm. However, children who are LGBTQ+ can be targeted by other children. In some cases, a child who is perceived by other children to be LGBTQ+ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ+. Best Futures School will ensure that pupils have a trusted member of staff whom they can be open with and reduce additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff. Please see the guidance for further information: Relationship Education, Relationships and Sex Education and Health Education: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

The following letter is sent to Parents [SEND Letter for KS1 and 2 Parents Best Futures Jan24.pdf](#) with an accompanying letter requesting parents to contact school if they do not wish their child to access.

<b>Proprietor</b>	Dawn Best	<b>Signature</b>	<i>D H Best</i>	<b>Date:</b>	24.02.25
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<b>Deputy Principal</b>	Jayne Dodd	<b>Signature</b>	<i>J. Dodd</i>	<b>Date:</b>	23/1/25
<b>CIC Board:</b>	Rose Best	<b>Signature</b>	<i>Rose Best</i>	<b>Date:</b>	24/02/2025