



Sex and Relationships Education (SRE) Policy

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At Daffodil Preparatory School, we believe that every child should be given the opportunity to develop to the highest standard academically, with good morals, social skills and cultural awareness to become a well-rounded individual. Through our Vision, Ethos and Aims, at Daffodil Preparatory School we provide this opportunity for our children and are pleased to do so within our school environment.

We anticipate all applicants to give their commitment, respect and wholehearted support to uphold and maintain our school ethos and values. In line with our values, we do not tolerate extreme religious or political views in any capacity. This includes any views which are prohibited under the law as well as those views that contravene our ethos and stance or equality, tolerance and respect for all, regardless of race, gender, faith (or none) or sexual orientation or gender preference.

1 AVAILABILITY OF THE POLICY (REG 33(B))

This policy is available to all parents and carers:

- On the school website: www.daffodilprepschool.org.uk
- In printed form upon request from the school office

2 INTRODUCTION

At Daffodil Preparatory School, we are committed to providing high-quality Sex and Relationships Education (SRE) that supports the personal, moral, and social development of all pupils. We believe that SRE plays a vital role in preparing children for the opportunities, responsibilities, and experiences of life, while helping them to develop the knowledge, skills, and values they need to make informed and healthy choices.

This policy sets out the school's approach to SRE, ensuring that teaching is age-appropriate, inclusive, and sensitive to the diverse backgrounds and beliefs of our pupils and their families. Our programme places a strong emphasis on respect, responsibility, safety, and the importance of healthy relationships.

Our approach is aligned with statutory requirements, the Independent School Standards Regulations (ISSRs), and the expectations of Ofsted, as well as the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (DfE 2019). In line with these frameworks, we also actively promote British Values, including respect, tolerance, and individual liberty.

By delivering SRE within a safe and supportive environment, we aim to help pupils develop confidence, resilience, and a clear moral framework, enabling them to thrive as respectful, responsible, and well-informed members of society.

3 STATEMENT

We see Sex and Relationships Education as one element within a whole school approach for Personal, Social and Health Education. We believe Sex and Relationships Education encourages children to develop an awareness of and respect for themselves and for others. It encourages the development of self-esteem, which

will help children to respond to and cope with the challenges of personal growth. We see teaching this to children as an opportunity for them to learn and understand about sensitive issues within a warm, caring and familiar environment.

We wish to deliver a planned SRE programme to enable children to understand and value their bodies as well as develop positive attitudes and values towards sexuality. To develop in them a caring and considerate attitude to each other, towards their community and society.

SRE enables children to be aware of the personal choice points which growing up will present to them, and seeks to prepare them with enough factual knowledge and the skills to make responsible decisions for their lives.

4 AIMS

- Stay as healthy as possible.
- Keep themselves and others safe.
- Have worthwhile and fulfilling relationships.
- Respect the differences between people.
- To develop independence and responsibility.

5 MAIN OBJECTIVES

- To think about attitudes around sex and relationships.
- To teach them the knowledge and skills to be able to keep themselves safe and to realise it is their own responsibility to protect themselves from harm and/or abuse, and where they can turn for help and advice.
- To understand how bodies change with age, and understand reproduction which is also taught in the Science Curriculum.
- To recognise gender equality and the importance of the role of women in society.

6 ATTITUDES AND VALUES

Learning the importance of values and individual conscience and moral considerations. Learning the value of family life, marriage and stable and loving relationships, for the nurture of children. Learning the value of respect, love and care. Exploring, considering and understanding moral dilemmas. To develop critical thinking as part of decision making.

6.1 PERSONAL AND SOCIAL SKILLS

Learning to manage emotions and relationships confidently and sensitively. Developing self-respect and empathy for others. Learning to make choices based on an understanding of difference and with an absence of prejudice. Develop appreciation of the consequences of choices made. Managing conflict. Learning how to recognise and avoid exploitation and abuse.

6.2 KNOWLEDGE AND UNDERSTANDING

Learning and understanding physical development at appropriate stages. Understanding human sexuality, reproduction, health, emotions and relationships.

7 PROGRAMME

Our Sex and Relationship Education programme is tailored to the age and the physical and emotional maturity of our children. All our children, including those who develop earlier than the average, should know about puberty before they experience the onset of physical change, as well as education about relationships which needs to focus on friendship, bullying and the building of self-esteem.

Our teaching methods will take account of the developmental differences of children and the potential discussion on a one-to-one basis or in small groups. Where teachers require support and training in answering questions, the PSHE and Citizenship coordinator or Head teacher will provide advice.

The lessons will appeal to all types of learners through the use of various resources. When teaching SRE a box will be provided for questions throughout the year. Children will be instructed that general questions will be answered to the whole class and should remain anonymous; whereas named questions will be answered privately. Children should be told that teachers will not answer personal questions about themselves.

7.1 USE OF VISITORS

Appropriate visitors may be invited in to help with the delivery of the lesson under the direction of the class teacher.

7.2 DEALING WITH SENSITIVE ISSUES

The staff and governors are aware that Sex Education may be a trigger for child protection disclosure. Any difficult or inappropriate questions or comments will be valued, the children will then be told the teacher needs to have time to think about the question and respond at a later named date. Discuss with PSHE Subject Lead and DSL and respond accordingly. The children will have been informed of the content of the lessons to give them a chance to order their thoughts and feelings, and prepare any questions. The staff will keep their own beliefs and opinions aside. Staff are aware of the children's individual situations and sensitive to them, for example, open a statement with "the people in your home". We will not present stereotypical views of a family when teaching SRE.

7.3 CHILD PROTECTION

Staff treat any unusual comments from the children with care and report to the DSL.

7.4 PARENTAL INVOLVEMENT

At our school we see our parents as being important in all aspects of our teaching and learning, and would appreciate the support in SRE, also:

- Teaching their children about sex and relationships.
- Maintaining the culture and ethos of the family.
- Helping their children cope with the emotional and physical aspects of growing up.
- Preparing them for the challenges and responsibilities that sexual maturity brings.
- Promoting tolerance of the multi-cultural and multi-faith society in which we live.

Parents will be made aware of the knowledge, skills and attitudes being taught and assessed through:

- Parents Information on Website
- Parents Evenings
- Parents Forum

Parents do however have the right to withdraw their child from all or part of the SRE curriculum, except for those parts included in the statutory National Curriculum.

7.5 ASSESSMENT

Teachers will be assessing on an ongoing basis and will report to parents on the End of Year Reports.

8 EVALUATION

Evaluation of SRE will be carried out on a regular basis and will include the following:

- Lesson observations
- Monitoring planning
- Discussion with coordinators
- Sampling pupils' work
- Feedback from pupils
- Feedback from parents
- Feedback from teachers
- Discussion with link governor

Further information can be found: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education__Relationships_and_Sex_Education__RSE_and_Health_Education.pdf