



Southerly Point  
Co-operative  
Multi-Academy Trust

## Porthleven School

# SEX & RELATIONSHIPS (SRE) POLICY

### Equality Impact Assessment

The EIA has not identified any potential for discrimination or adverse impact and all opportunities to promote equality have been taken.*	✓
The EIA has not identified any conflict with the Trust's co-operative values or the Church Schools' values.	✓
Adjust the policy to remove barriers identified by the EIA or better promote equality.	✓

\*Inclusive of protected characteristics

Provenance	Date
Working Party	
HR checks	
Union Consultation	
Trustees' Ratification	
Implementation	

Review Date
Dec 2022

To be read in conjunction with:	
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Self Help Self Responsibility Equity Equality Democracy Solidarity  
Social Responsibility Honesty Openness Caring for Others

**Porthleven School**  
**Sex & Relationships (SRE) Policy**

Sex and relationship education should be firmly rooted in the framework for PSHE which helps pupils develop the skills and understanding they need to live confident, healthy and independent lives.

Sex and relationships education is the right and responsibility of the parent. The school provides sex and relationships education to complement and support parents in fulfilling their responsibility.

Parents have the right to withdraw their children from all parts of the sex and relationships education provided at school except for those parts included in the statutory National Curriculum (see National curriculum Science section below). The school will work in partnership with parents, consulting them regularly on the content of the SRE programmes.

### **Defining Sex and Relationships Education (SRE)**

*‘Effective SRE is essential if young people are to make responsible and well informed decisions about their lives. It should not be delivered in isolation but firmly rooted within the PSHE curriculum.*

*It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.’ (DfEE Guidance 0116/2000)*

### **The Aims of Sex Education**

Based on the above definition the aims of SRE in this school are:

- To enable our pupils to better understand the nature of human relationships;
- To enable pupils to see the importance of marriage and stable loving relationships for the bringing up of children;
- To prepare pupils for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood.

In this school SRE has three main elements, all of which are important for a balanced SRE programme:

### **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; and
- developing critical thinking as part of decision-making.

### **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;
- developing an appreciation of the consequences of choices made;
- managing conflict; and
- learning how to recognise and avoid exploitation and abuse.

### **Knowledge and understanding**

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
  - learning the reasons for delaying sexual activity, and the benefits to be gained from such delay, including the avoidance of unplanned pregnancy.

### **Moral dimension**

The school recognises that it is a moral body in its own right. As part of the whole curriculum the school seeks to explore issues of right and wrong. The school recognises that SRE is fraught with certain difficulties and whilst it acknowledges different life style choices it promotes a view that stable loving relationships are the best context for sexual relationships and the bringing-up of children.

### **Content of the schools SRE programme**

The content of the schools programme is based on the National Curriculum Science Order and the non-statutory guidance for PSHE/Ct contained in the National Curriculum Handbook for Teachers. Here is a summary of that content as set out in the DfE's Guidance 0116/2000:

**3.3** At primary school level sex and relationship education should contribute to the foundation of PSHE and Citizenship by ensuring that all children:

- develop confidence in talking, listening and thinking about feelings and relationships;
- are able to name parts of the body and describe how their bodies work;
- can protect themselves and ask for help and support; and
- are prepared for puberty.

## **National Curriculum Science**

### **Key Stage 1**

1. b) that animals including humans, move, feed, grow, use their senses and reproduce
2. a) to recognise and compare the main external parts of the bodies of humans
3. f ) that humans and animals can produce offspring and these grow into adults
4. a) to recognise similarities and differences between themselves and others and treat others with sensitivity

### **Key Stage 2**

1. a) that the life processes common to humans and other animals include nutrition, growth and reproduction
2. f) about the main stages of the human life cycle

The school recognises that SRE must be taught at both Key Stages and not left until Year 6. Whenever SRE appears in the school's PSHE/Ct programme in a discrete fashion the class teacher will inform parents about the issues to be covered and seek their support in exploring these issues in the home context.

## **The delivery of SRE**

All teachers are responsible for teaching about and modelling good relationships within school. Much of the general work in school is based on good relationships and in this regard SRE is supported by the school's behaviour management policy. It is also the responsibility of the whole staff to deliver the National Curriculum Science Order according to the Scheme of Work. Where specific sex education occurs, which is outside or beyond the National Curriculum Science Order, members of staff will be appropriately trained and competent to deliver this part of the school's basic curriculum.

The Head teacher is responsible for the overall co-ordination and monitoring of SRE within the school's curriculum.

## **Methods of teaching and resourcing**

In the delivery of SRE teachers will use a variety of teaching methods and resources. The following are recognised methods for the effective delivery of SRE:

- Discussion
- Drama and role play
- Research and presentation.

Teachers will also use other teaching methods to enable pupils to learn about SRE, which are age appropriate, taking into account the developmental needs of individual pupils. Parents are welcome to discuss with teachers their approach to SRE and the methods of teaching and learning to be used.

The school uses the Christopher Winter project materials to teach SRE. Parents are welcome to view these materials and may borrow them from school to support the sex education of their children in the home context. Books used to support SRE are also found in the school library and pupils may borrow them when and as need occurs. Resources used by the school are produced for schools by educational publishers and are intended for pupils in the light of best current research into SRE.

### **Monitoring and evaluating SRE**

There are named co-ordinators for PSHE/Ct and Science. It is the coordinators responsibility to:

- a) Ensure that SRE occurs in the school's curriculum according to the schemes of work for Science and PSHE/Ct;
  - b) Monitor the use of teaching and learning styles;
  - c) Monitor the use of teaching materials;
  - d) Evaluate the effectiveness of the schools programme
- The co-ordinator will be given time to monitor and evaluate the schools SRE programme as it occurs in the school's schemes of work for each Key Stage.

### **Dealing with sensitive issues**

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about SRE. The following are protocols for discussion based lessons with pupils:

- no one (teacher or pupil) will have to answer a personal question;
- no one will be forced to take part in a discussion;
- only the correct names for body parts will be used;
- meanings of words will be explained in a sensible and factual way
- teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent.

Where a member of staff is concerned that a child protection issue is arising it is his/her responsibility to follow the school's policy in this matter to the letter.

### **Parental right to withdrawal from SRE**

As stated above parents have the right to withdraw their pupils from SRE that falls outside the National Curriculum Science Order. They do so in writing to the

Headteacher. When the Headteacher receives such a letter he/she will invite the parents to a meeting, at which the Headteacher will explain clearly what the school's policy is and seek to accommodate the wishes and/or concerns of the parents. If that is not possible the pupil will be withdrawn from SRE and placed in another class where suitable work and supervision will be provided. Parents will be given the DfE support pack for parents who withdraw their children for SRE as presented in the school's basic curriculum. The right to withdrawal will be made clear in the school's prospectus. A copy of this policy will be made available to all parents via the school website.

### **Policy review**

The school's governing body forms the SRE policy and it will review this policy every two years from the date below. In reviewing the policy it will consult the following groups:

- Parents
- Staff
- Pupils

The school will do this by forming focus groups that will look at the policy and its effectiveness.

**This policy was agreed: December 2018 at the full meeting of the governors.  
Review date : December 2022.**

**Signed M Richardson Chair of Governors  
Date 12/2018**