



**Keskowethyans**  
*Multi Academy Trust*

Date Reviewed by the Committee	27.09.16
Date Adopted by The Board	18.10.16
To be reviewed next	Autumn Term 2017
Signed by Chair	

**Incorporating Coverack, Grade-Ruan C of E,  
Manaccan, St. Keveerne and St. Martin-in-Meneage  
Primary Schools.**

# **Sex and Relationships Education Policy**

September 2016

<b>Date policy sent to</b>	<b>Date</b>
Administrators	15.11.16
Lead Teachers	15.11.16
GS for Website	15.11.16
Relevant other ie Safeguarding Director/Subject Co-ordinator	

Sex and relationships education is the right and responsibility of the parent. Each of the schools in the Keskowethyans Multi Academy Trust [The MAT] provides sex and relationships education to support parents in fulfilling their responsibility. If parents are not happy with what the schools provide in their basic curriculum with regard to sex and relationships education they have a right to withdraw their child/children from those aspects of sex and relationships education not covered by the National Curriculum Science Order. All children are equally entitled to receive effective SRE education regardless of their race, gender, ability, cultural background or any disability.

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

*It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of 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)

### **Moral and Values Framework**

Sex and relationship education will reflect the values of the PSHE and Citizenship programme. SRE will be taught in the context of relationships. In addition SRE will promote self esteem and emotional health and well being and help children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community. The schools recognise that they are moral bodies in their own right. As part of the whole curriculum the schools seek to explore issues of right and wrong. The schools recognise that SRE is fraught with certain difficulties and whilst they acknowledge different life style choices, they promote a view that stable loving relationships are the best context for sexual relationships and the bringing-up of children.

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

Based on the above definition the aims of SRE in our schools 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 each of the schools, 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;
- developing critical thinking as part of decision-making;
- help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives; and
- provide the confidence to be participating members of society and to value themselves and others.

### ***personal and social skills***

- learning to manage emotions and relationships confidently and sensitively;
- developing positive self esteem, self-respect and empathy in their relationships with 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;
- learning how to recognise and avoid exploitation and abuse;
- developing communication and assertiveness skills to cope with the influences of their peers and the media; and
- developing skills for a healthier lifestyle.

### ***knowledge and understanding***

- provide the knowledge and information to which all pupils are entitled;
- clarify and reinforce existing knowledge;
- 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;

## **The teaching programme for Sex and Relationship Education**

### **Legal requirements**

All schools must teach the following as part of the National Curriculum Science Order, parents do not have the right to withdraw their child/children.

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 [2013] Science Programmes of Study

In Key Stage 1 pupils should be taught to:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense;
- notice that animals, including humans, have offspring which grow into adults;
- find out about and describe the basic needs of animals, including humans, for survival [water, food and air] and
- describe the importance of human exercise, eating the right amounts of different types of food, and hygiene.

In Key Stage 2 pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird;
- describe the life process of reproduction in some plants and animals;
- describe the changes as humans develop to old age and
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

The MAT recognises that SRE must be taught at both Key Stages and not left until Year 6. Whenever SRE appears in the PSHE/Citizenship programme in a discrete fashion the class teachers 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 schools is based on good relationships and in this regard SRE is supported by the schools' 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.

The PSHE and the Science Co-ordinator are responsible for the overall co-ordination and monitoring of SRE within the MAT'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 MAT uses a wide variety of resources, including videos and books. Parents are welcome to view these materials and may borrow them from their school to support the sex education of their children in the home context. Books used to support SRE are also found in school libraries and pupils may borrow them when and as need occurs. Resources used by the MAT 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**

As stated above it is the PHSE and Science co-ordinator's responsibility to:

- a) Ensure that SRE occurs in each of the school's curriculum according to the schemes of work for Science and PSHE
- b) Monitor the use of teaching and learning styles;
- c) Monitor the use of teaching materials;
- d) Evaluate the effectiveness of the programmes used

The PSHE and Science co-ordinator will be given time to monitor and evaluate each of the schools SRE programmes as it occurs in the school's schemes of work for each Key Stage.

### **Dealing with sensitive issues**

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique.

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

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; and
- 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 MAT policy in this matter to the letter.

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

The each school includes information on sex and relationship education in the school's prospectus and full details are available on request.

The schools inform parents when aspects of the sex and relationship programme are taught and provide opportunities for parents to view the videos and resources being used.

Parents have the right to withdraw their children from those aspects of sex and relationship education, not included in the National Curriculum Science Order, alternative work would be set. However this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education.

### **Policy review**

The MAT's Curriculum Committee and Board of Directors forms the SRE policy and it will review this policy every two years.