



**The Federation of North Petherwin and Werrington Schools**

**Member of the An Daras Multi Academy Trust**



**Sex and Relationships Education Policy**

This policy links to the following rights:

Article 16 (Right to privacy): Children have a right to privacy

Article 34 (Sexual exploitation): Governments should protect children from all forms of sexual exploitation and abuse.

Article 29 (Goals of education): Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people. Children have a particular responsibility to respect the rights their parents, and education should aim to develop respect for the values and culture of their parents.

Article 17 (Access to information; mass media): Children have the right to get information that is important to their health and well-being.

Sex and relationships education is the right and responsibility of the parent. The federation provides sex and relationships education to support parents in fulfilling their responsibility. If parents are not happy with what the federation provides in its 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 for Science.

**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 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 the federation are:

- To enable our pupils to better understand the nature of human relationships;

- To enable pupils to see the importance of 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 the federation 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 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

#### **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;
- 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:**

As part of the whole curriculum the federation seeks to explore issues of right and wrong. The federation 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 federation programme is based on the National Curriculum for Science (2014).

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;
- are prepared for puberty
- Know the law with regard to age of consent.

Whenever SRE appears in the curriculum 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:

It is also the responsibility of the whole staff to deliver the National Curriculum Science requirements according to the Scheme of Work. Where specific sex education occurs, which is outside or beyond the National Curriculum for Science, Class Teachers, Head of School, Headteacher and HLTAs have been identified as appropriately trained and competent to deliver this part of the basic 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 federation uses a wide variety of resources, including videos and books. Parents are welcome to view these materials and may borrow them to support the sex education of their children in the home context. Resources used by the federation 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:

### Class Teachers and Senior Leaders:

- a) Ensure that SRE occurs in the 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 programme

Time will be given to monitor and evaluate the SRE programme as it occurs in the 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 safeguarding 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 2014. They do so in writing to the Head of School. When the Head of School receives such a letter he/she will invite the parents to a meeting, at which the Head of School will explain clearly what the federation 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.

Reviewed: January 2020