



Sex and Relationships Education (SRE) Policy

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The school's website*

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A. Introduction

Truro School is committed to providing an education in personal relationships and sexuality (Sex and Relationships Education) which is consistent with the Christian ethos of the school, and promotes the spiritual, moral, cultural and physical development of all of its pupils. Within a Christian moral framework, it encourages exploration of values and moral issues; consideration of sexuality and personal relationships; and the development of communication and decision-making skills, which will prepare for the experiences and responsibilities of adult life.

The moral framework in respecting the beliefs of the School and the wider community, demonstrates the following values:

- respect for self;
- respect for others;
- responsibility for one's own action;
- responsibility for one's family, friends, school and the wider community.

The Personal Relationship and Sexuality programme at Truro School will be delivered in accordance with the Christian ethos of the school.

The sexuality program follows the teaching of the Methodist Church which affirms:

"the joy of human sexuality as God's gift and the place of every human being within the grace of God, recognises the responsibility that flows from this for us all."

Extract from 'The 1993 Resolutions' passed at the annual Methodist Conference in 1993 in Derby

This policy document communicates clearly to staff, parents, visitors and pupils the manner in which sexuality education will be delivered in the school. The full policy is available to all parents and governors via the school website and to staff via the school intranet. Appendices and programs of study are available on request to parents through the Deputy Head (Pastoral) and the Head of PSHEE. The Chaplain, Deputy Head (Pastoral) and Head of PSHEE will be responsible for reviewing the PSHEE curriculum and its adherence to this policy on a biennial basis.

B. Partnership with Parents and Right to Withdrawal from Sex and Relationships Education

The governors and teachers of the school recognise that sex and relationship education is the right and responsibility of the parent. The school aims to provide sex and relationship education to support parents in fulfilling their responsibility.

Parents have the right to withdraw their children from Sex and Relationships Education (SRE) that falls outside the National Curriculum Science Order. They do so in writing to the Head of PSHEE. On receipt of such a letter she will invite the parents to a meeting, at which the Headmaster 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. The right of withdrawal will be made clear in the parents' contract. A hard copy of this policy will be made available to all parents on request and a copy is also available on the school website.

C. Definition and Aims of Sex and Relationships Education

SRE is defined by the DfE as:

"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."

DfE Guidance, 0116/2000

Based on the definition, above the aims of SRE at Truro School are:

- to enable our pupils to begin to 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.

At Truro School, SRE has three main elements, all of which are important for a balanced programme:

1. 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.

2. 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.

3. Knowledge and Understanding

- learning that humans reproduce and understanding physical development at appropriate stages;
- understanding the importance of being healthy in body, mind and relationships.

D. The Delivery of SRE

SRE is of its nature 'cross-curricular'. Whereas a discrete programme is taught in PSHEE lessons in the 1st Year to Upper Sixth, all subjects have a role to play and all members of the school community, by virtue of the relationships they foster within the school, contribute to education in sexuality. In the 2nd Year, 4th Year and Lower Sixth Sex and Relationships is one of the components of the PSHEE programme and in the Religious Studies GCSE Short Course Ethics paper one of the three sections is on Human Relationships. In the Lower Sixth Advice, Care, Help and Empathy (ACHE) peer mentoring training, two sessions address the topic of Sex and Relationships. The School ensures that all staff involved in SRE feel comfortable with the programme, and receive regular training, overseen by the Head of PSHEE. Form tutors and Medical Centre staff are included as it is acknowledged that their roles bring them into contact with pupils in a key relationship.

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It is commonly observed that pupils can raise questions concerning sexuality education in a variety of school contexts and therefore teachers and support staff are expected to be familiar with the

SRE and the Child Protection policies. Whole school INSET sessions will be devoted to this at regular intervals.

E. Inclusion and Equal Opportunities

The school recognises that those with special educational needs will receive differentiated material and teaching styles as appropriate. Scope will be given for the gifted or talented pupil with extension material and the opportunity to study individual projects. The school recognises the differing needs of both sexes within the school and will offer single sex guidance and instruction where appropriate. The school is aware of the cultural diversity of its pupils and of the wider community, and educates pupils to understand and respect differences in customs and belief. The needs of EAL pupils are acknowledged, and teachers will ensure that materials will be presented in a clear and comprehensible way.

F. Confidentiality and Advice

The school recognises that the SRE programme may raise issues in which advice and confidentiality may be necessary. Guidelines on how staff should deal with such issues are stipulated in the Child Protection and Safeguarding Policy, the Staff Code of Conduct and in Staff Handbook.

Appendix A: Statutory Requirements

The policy recognises the Education Act (1986) which requires that schools “shall take such steps as are reasonably practicable to secure that where sex education is given to any registered pupil at the school, it is given in such a manner as to encourage those pupils to have due regard to moral considerations and the value of family life.”

The most recent guidance on this is the DfE Guidance 0116/2000, *Sex and Relationship Education Guidance*, which replaces Circular 5/94 and takes account of the revised National Curriculum, the new Personal, Social and Health Education framework and the Social Exclusion Unit report on teenage pregnancy.

The DfE 0116/2000 guidance is underpinned by the *Learning and Skills Act 2000*, which gives governors and headteachers a statutory responsibility to have regard to the guidance in ensuring that young people are taught the importance of marriage and that they are protected from inappropriate teaching materials.

Statutory requirements for the Science curriculum include:

- By the end of Key Stage 3, young people are expected to know “that fertilisation in humans... is the fusion of a male and female cell; about the physical and emotional changes that take place during adolescence; about the human reproductive system, including the menstrual cycle and fertilisation; how the foetus develops in the uterus; how the growth and reproduction of bacteria and the replication of viruses can affect health”.

- By the end of Key Stage 4 young people are expected to understand “the way in which hormonal control occurs, including the effects of sex hormones; some medical uses of hormones, including the control and promotion of fertility; the defence mechanisms of the body; how sex is determined in humans”.

All of the statutory components are covered in Biology (1st and 4th year)