

## **Threemilestone School** **Sex and Relationships Policy 2018**

### Safeguarding

Threemilestone School is committed to safeguarding and promoting the welfare of all children.  
We expect all our team members to share this commitment.

Sex and Relationships (SRE) education is the right and responsibility of parents/carers. At Threemilestone School we provide SRE education to support parents/carers in this. If parents/carers are unhappy with the school's provision for SRE, they have the right to withdraw their child from those aspects which are not covered by the statutory National Curriculum Science Order.

### **What is Sex and Relationships Education (SRE)?**

*"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."*

Sex and relationship education guidance – DFEE 2000

**SRE has 3 main elements:** Attitudes and values; Personal and social skills; and Knowledge and understanding.

#### Attitudes and values

- The importance of values and moral considerations.
- The value of family life, marriage and stable and loving relationships for the nurture of children.
- The value of respect, love and care.
- The exploration, consideration and understanding of moral dilemmas.
- The development of 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.

#### **Aims and objectives of Sex and Relationship Education:**

- To ensure children know and understand that they change and develop and have the confidence to manage these physical and emotional changes;
- To understand human relationships and develop their own personal and interpersonal skills;
- To enable pupils to see the importance of marriage or other stable loving relationships for the bringing up of children;
- To help pupils develop the skills (correct language, decision making and assertiveness) to make the most of their abilities;
- To promote self-esteem and emotional health and well-being;
- To help children to form and maintain worthwhile and satisfying relationships, at home, school and in the community, based on respect for themselves and for others.

#### **Moral Considerations**

As part of the whole curriculum the school seeks to explore issues of right and wrong. The school recognises that SRE may pose certain difficulties, and although it acknowledges different life style choices, it promotes the view that stable loving relationships are the best context for sexual relationships and the bringing up of children.

#### **Content of SRE**

This is based on the National Curriculum Science Order and the non-statutory guidance for PSHE/Citizenship. It links closely with our work in drug education and the Jigsaw Scheme.

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.

#### **Science National Curriculum**

**The science elements of SRE are compulsory.**

The Key Stage (KS) 1 and KS2 programmes of study for science show that:

- In KS1 it is a statutory requirement for pupils to be taught to "notice that animals, including humans, have offspring which grow into adults". A guidance note explains that the focus should be on helping pupils to recognise growth and "they should not be expected to understand how reproduction occurs."
- In Years 5 and 6 the science order states that '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. (A guidance note explains that this could be through pupils drawing a timeline to indicate stages in the growth and development of humans).
  - They should learn about the changes experienced in puberty. (A guidance note explains that this could be by pupils scientifically researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows).

SRE is taught at both key stages. The class teacher will inform parents about the issues to be covered and encourage their support in exploring these issues at home both before and after the lessons.

### **Delivering SRE**

All teachers are responsible for teaching about and modelling good relationships within school. Promoting good relationships is an integral part of our school curriculum and ethos. SRE is supported by the school's behaviour management policy. It is also the responsibility of the whole staff to deliver the science curriculum according to the scheme of work. Where specific sex education occurs beyond this, members of staff are competent to deliver this part of the school's curriculum.

### **Teaching and Resourcing**

Teachers will use a variety of approaches including discussion and role play. Pupils will be encouraged to:

- draw on their previous knowledge to develop more understanding;
- practise their social and personal skills;
- consider their beliefs and attitudes about different topics;
- reflect on their learning;
- plan and shape future action.

Other age appropriate teaching methods will also be used and take account of the developmental needs of individual pupils. Parents/carers are welcome to discuss approaches used with the teachers concerned.

A variety of resources are used, including videos and books. Parents/carers are invited to view these materials. The videos used have been produced by Channel 4 Learning and follow the current recommendations for teaching SRE in primary schools. They also include worksheets which can be used. Teachers will take account of the individual needs of their class and may choose to use only parts of the programmes. Other resources include Christopher Winters material, material from the BBC, Channel 4, SEAL and Jigsaw PSHE Scheme.

Outside agencies such as a nursing professional may also be invited into school, if this is felt to be appropriate. Any visitor would complement, not substitute, the planned provision.

In general, class teachers will teach their own class and may be supported by other members of staff, when appropriate.

### **Monitoring and Evaluating SRE**

The PSHE leader will:

- ensure SRE is part of the school's curriculum according to the schemes of work for Science and PSHCE curriculum;
- monitor the use of teaching and learning styles;
- monitor the use of teaching materials;
- evaluate the effectiveness of the school's programme.

### **Dealing with sensitive issues**

Teachers will establish a set of ground rules with their class for discussions. These will take a similar pattern to those already used in Circle Time. Where a member of staff is concerned that a child protection issue is arising, it is his/her responsibility to follow the school's Child Protection/Safeguarding policy and routines in this matter.

### **Parental right to withdraw from SRE**

Parents/carers have the right to withdraw their children from SRE that falls outside the National Curriculum Science Order. They do so in writing to the Head teacher. When the Head teacher receives a letter, she will invite the parents/carers to a meeting at which the school's policy will be explained, and seek to accommodate the wishes and/or concerns of the parents/carers. 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 to withdrawal will be made clear in the school's prospectus. A copy of this policy will be made available to all parents/carers who request it, or it can be emailed to them.

\_\_\_\_\_ Dated \_\_\_\_\_  
Author

\_\_\_\_\_ Dated \_\_\_\_\_  
Headteacher

\_\_\_\_\_ Dated \_\_\_\_\_  
Chair of Governing Body

\_\_\_\_\_ Dated \_\_\_\_\_  
Chair of Teaching & Learning Committee

**Ratified at Full Governing Body Meeting:**

**Date of next review:**