



## **Dorothy Barley Junior Academy Relationships and Sex Education Policy**

### **Other related policies, legislation and documentation:**

Curriculum Policy  
Learning and Teaching Policy  
Anti- bullying policy  
Behaviour Policy  
Safeguarding & Child Protection Policy  
PSHCE Policy  
Equality Policy

**This policy was devised and adopted in March 2017**

**Last reviewed in September 2019**

### **1.0 Introduction**

“Sex and Relationships Education is lifelong learning about physical, moral and emotional development. It is about understanding 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.” (DFE July 2000)

Our children learn about sex and relationships from the very youngest age, even if we don't talk with them. Some of the things they learn are incorrect, confusing and frightening. In a world where sex is used to sell things from food to fast cars, and celebrities' lives become everyone's business, we should talk to our children to help them make sense of it all.

As well as this, in the UK we have the highest rates of teenage pregnancy in Western Europe. We also have high rates of sexually transmitted infections (STIs). Effective SRE does not encourage early sexual experimentation - but it does enable young people to mature, to build up their confidence and self-esteem and to understand the reasons for delaying sexual activity until they are ready.

Parents and carers are the key people for their child's learning about sex and relationships and schools should always work in partnership with home. Parents and carers need to know that the school's SRE programme will complement their role and support them in the education of their child regarding sex and relationships.

Dorothy Barley Junior Academy will ensure that parents' and carers' views are heard and that taught SRE is culturally appropriate and inclusive of all of our children.

### **1.2 Aims and Objectives**

There are three main elements to our SRE programme:

- Gaining knowledge and understanding
- Developing positive attitudes and values

- Extending personal and social skills

At Dorothy Barley Junior Academy, we have a commitment to ensure that our programme is relevant to all pupils and is taught in a way that is age and stage appropriate.

The objectives of Sex and Relationships Education at Dorothy Barley Junior Academy are:

- To enable our pupils to make responsible, informed and healthy decisions about their lives, both now and in the future.
- To teach our pupils to respect themselves and others so they can move confidently from childhood through to adolescence and into adulthood.
- To provide a supportive learning environment in which pupils can develop their feelings of self-worth and confidence, especially in relationship to others

## **2.0 Teaching and Learning**

Sex and Relationships Education in the context of the National Curriculum:

### **2.1 Legal requirements and curriculum provision**

Dorothy Barley Junior Academy has a statutory duty to teach the following as part of the National Curriculum Science Orders.

#### **Key Stage 1 (not applicable- reference only)**

Notice that animals, including humans, have offspring which grow into adults.

#### **Key Stage 2**

- 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.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Parents do not have the right to withdraw their child/children from these above aspects of the Science curriculum

#### **EYFS (not applicable- reference only)**

Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

#### **Key Stage 1 (not applicable- reference only)**

Through work in science, children learn about the life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and Citizenship, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

## **Key Stage 2**

In science, children build on their knowledge of life cycles and learn about the basic biology of human reproduction. In RE and Citizenship, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

The Sex and Relationships Education Programme (SRE) is organised by Ms P Rose (PSHCE & SRE Lead)

### **3.0 Consulting Parents**

Materials which will be used in the school's SRE Programme can be seen by parents in school on request to Ms Rose who is the designated teacher with responsibility for coordinating Sex and Relationships Education. The school informs parents (see Appendix 1) when aspects of the sex and relationship programme are taught and provides opportunities for parents to discuss the content of the lessons and to view the videos and resources being used. Parents have the right to withdraw their children from those aspects of Sex and Relationships Education not included in the National Curriculum Science Orders - alternative work will be set.

### **4.0 SRE – Policy and Practice**

4.1 A designated teacher (Ms P Rose) will have overall responsibility for the provision of the programme, for monitoring developments within sex education and for recommending to governors any amendments that she feels necessary and appropriate.

4.2 Parents will receive prior notification of the SRE Programme to enable them to discuss issues with staff or their own children.

4.3 Materials used in the SRE Programme will be available to parents on request

4.4 Parents may withdraw their children from all or part of the school's SRE Programme if they wish.

4.5 The SRE Programme will cover aspects of personal hygiene, puberty, menstruation, pregnancy and birth.

4.6 The children will be taught in both single and mixed gender groups as appropriate.

4.7 If questions are asked by children outside the SRE Programme, the designated sex education teacher will use her discretion in answering them in an appropriate manner and at an appropriate and suitable time.

4.8 Every child – including those with protected characteristics (see Equality Policy) is entitled to receive SRE.

4.9 It is our intention all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision if required.

4.10 The school's SRE Policy is subject to annual review

## **5.0 Dealing with difficult questions**

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 questions they do not feel comfortable answering within the classroom or ones which are not age appropriate and beyond the Key Stage 2 objectives, will not be answered or explored.

## **6.0 Use of visitors**

“Visitors should complement but never substitute or replace planned provision. It is the PSHE coordinator’s and teacher’s responsibility to plan the curriculum and lessons.” Sex and Relationship Guidance DfEE 0116/2000 P 29 6.11 When appropriate, visitors such as the school nurse may be involved in the delivery of Sex and Relationships Education, particularly in Key Stage 2.

## **7.0 Children with special needs**

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of Sex and Relationships Education.

## **8.0 Child Protection / Confidentiality**

Teachers need to be aware that effective Sex and Relationships Education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member will inform the Head Teacher /Designated Child Protection person in line with the Academy’s procedures for child protection.

A member of staff cannot promise confidentiality if concerns exist.

## **7.0 Monitoring and Evaluation**

We are aware of the need to review the school SRE policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school. The PSHCE leader will be responsible for completing a planning and book scrutiny every half term and giving constructive feedback to teachers. They also review the policy yearly.

**Appendix 1 Sample SRE letter to parents:**

Dear Parents and Carers,

From xxxxx, teachers will be beginning to deliver lessons linked to Sex & Relationships Education (SRE). These lessons will be age-appropriate, and will be delivered in line with the guidance from the Department for Education. **Please see the table below for the content to be delivered in each year group.**

Please note that this year we will not be running a video-based session as we have done previously; instead, we are delivering the content like a normal lesson. We hope that this will help the children understand these issues more thoroughly with the help of their class teacher.

If you wish to examine the materials the teachers will be delivering, please call into the office or speak to Mrs Nickless or Mrs Dawes in the playground.

If, once you have seen the materials, you wish to withdraw your child from the SRE sessions, please complete the slip provided and return it to your class teacher. **If you are happy for your child to take part, there is no need to return the slip.**

<b>Content to be covered in SRE sessions</b>	
NB. All content will be delivered in an age-appropriate manner.	
<b>Year 3 &amp; 4</b>	<b>Year 5 &amp; 6</b>
<p><u>One two-hour session</u>, delivered by the class teacher to the whole class (mixed-gender). This will cover:</p> <ul style="list-style-type: none"> <li>- Stereotypes of boys and girls</li> <li>- Some basic changes that happen to our bodies during puberty e.g. spots/personal hygiene</li> <li>- How babies are made from a sperm and egg</li> <li>- The needs of new-born babies and the human life cycle</li> </ul>	<p><u>One two-hour session</u>, delivered by the class teacher to the whole class (mixed-gender). This will cover:</p> <ul style="list-style-type: none"> <li>- The features of healthy relationships</li> <li>- Different types of relationships</li> <li>- Homophobia</li> <li>- How babies are conceived through sexual intercourse</li> <li>- Use of correct names for reproductive organs</li> <li>- What contributes to keeping babies healthy</li> </ul>
	<p><u>An additional one-hour session</u>, delivered separately to boys and girls, by year group leaders. This will cover:</p> <ul style="list-style-type: none"> <li>- Some of the changes that happen to our bodies during puberty – gender specific, including periods.</li> <li>- Personal hygiene</li> <li>- An opportunity to ask questions (teachers will answer age-appropriate questions only).</li> </ul>

Yours sincerely,

xxx

**Please sign and return this slip to your child’s class teacher by xxx if you WANT your child to participate in the sessions. If you have any concerns please speak to your class teacher.**

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Name of Pupil ..... Class .....

I do wish for my child to participate in Sex & Relationships Education lessons.

Signature ..... Parent/Guardian