



 **Dormanstown**  
Primary Academy  
Navigate Academies Trust

# Sex and Relationship Education Policy

Date Written: June 2011  
Review Date: June 2013



## 1. Introduction

This is the policy document for Sex and Relationship Education (SRE) for Dormanstown Primary Academy. We have based this policy on the DfEE guidance document Sex and Relationship Guidance (ref DfEE 0116/2000) and in line with section 352 of the Education Act (1996) and the Learning and Skills Act (2000).

In this document, **Sex and Relationship Education** is defined as:

'The 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.'

Sex and Relationship Education is part of the Personal, Social, Health and Citizenship Education (PSHCE) curriculum in our school. While we use Sex and Relationship Education to inform children about sexual issues, we do so with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use SRE as a means of promoting any form of sexual activity or orientation.

### **Aims and objectives**

We teach children about:

- the physical development of their bodies as they grow into adults;
- the way humans reproduce;
- respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
- the importance of family life;
- moral questions;
- relationship issues;
- respect for the views of other people;
- sex abuse and what they should do if they are worried about any sexual matters.

The objective of SRE is to help and support young people through their physical, emotional and social development. By firmly embedding our SRE programme in the PSHCE curriculum we aim to help our young people learn to respect themselves and others and move with confidence from childhood, through adolescence, and into adulthood.

### **3 Context**

While Sex and Relationship Education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all our work in school. In particular, we teach sex and relationships education in the belief that:

- Sex and Relationship Education should be taught in the context of marriage and stable relationships as the key building blocks of community and society;
- Sex and Relationship Education is part of a wider social, personal, spiritual and moral education process;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- it is important to build positive relationships with others, involving trust and respect;
- children need to learn the importance of self-control.

While our Sex and Relationship Education recognises the significance of marriage and stable relationships care is taken to ensure that there is no stigmatisation of children based on their home circumstances.

### **4 The National Healthy School Standard**

We now participate in the National Healthy School Standard scheme, which promotes health education. As participants in this scheme we:

- consult with parents on all matters of health education policy;
- train all our teachers to teach Sex and Relationship Education;
- listen to the views of the children in our school regarding Sex and Relationship Education;
- update our approach to teaching Sex and Relationship Education with regard to local and national initiatives and guidance to ensure that we provide the best SRE teaching programme that we can.
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### **5 Organisation**

We teach Sex and Relationship Education through different aspects of the curriculum. While we carry out the main Sex and Relationship Education teaching in our Personal, Social, Health and Citizenship Education (PSHCE) curriculum, we also teach some Sex and Relationship Education through other subject areas (for example, Science and PE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

In PSHCE we teach children about relationships, and we encourage children to discuss issues. This is done through the Primary National Strategy SEALs (Social and Emotional Aspects of Learning) materials, under the headings of New beginnings, Say no to bullying, Getting on and falling out, Good to be me, Relationships and Changes.

5.2 During a two week period in the Spring term each year there is a whole school focus on Sex and Relationship Education. This is taught in a cross-curricular way based

around the 'Lucinda and Godfrey' resource (Hartlepool Teenage Pregnancy Partnership, 2004). This resource has a particular focus and intended outcomes for each year group:

Foundation Stage – 'We are all different' To realise that each and everyone of us is a unique and special person. To understand and accept similarities and differences between people. To appreciate the similarities and differences between boys and girls, including the correct names of body parts. To recognise what a friend is and things that friends share.

Year 1 – 'Exploring friendship and trust' To identify and understand the qualities needed to be a good friend. To recognise that a problem can be dealt with by talking. To understand how to be a friend to others.

Year 2 – 'Keeping clean' To be able to describe feelings and recognise how these can be changed. To be able to relate feelings to actions and to realise the consequences of not keeping clean. To know and describe how to keep clean.

Year 3 – 'Your feelings, Your choice' To recognise negative feelings and appreciate them. To understand how to deal with negative feelings. To be able to offer help and advice to people in difficult situations. To develop the skills needed to deal with different situations themselves.

Year 4 – 'Keeping safe' To consider the implications of a decision. To understand the need for rules. To be aware of dangerous situations and to recognise how to minimise personal risk. To understand how human responsibilities change.

Year 5– 'Growing and Changing' To recognise negative feelings and appreciate them. To understand how to deal with negative feelings. To be able to offer help and advice to people in difficult situations. To develop the skills needed to deal with different situations themselves.

Year 6– 'Growing and Changing – Puberty' To know how and why puberty changes occur. To recognise a wide variety of changes. To be aware that not all information is accurate. To produce materials which support their own needs about puberty, growing up and relationships.

A full overview of the 'Lucinda and Godfrey' resource can be seen in Appendix 1.

5.3 We arrange a meeting for all parents and carers of the children in Dormanstown Primary Academy prior to the two-week teaching block to discuss this particular

programme of lessons, to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching.

The 'Lucinda and Godfrey' resource was produced in line with the DfES Sex and Relationship Education guidance (2000). In its introduction it does recognise that: 'it should be acknowledged that sensitivity and due regard is given to schools and their communities which have cultural and/or secular differences and diversities. Adaptations of the resource are to be encouraged to meet the needs and requirements of the individuals involved.'

5.4 In Science lessons in both key stages, teachers inform children about puberty and how a baby is born. This is in line with the National Curriculum and related guidance materials for science. In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

## **6 The role of parents**

The school is well aware that the primary role in children's Sex and Relationship Education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:  inform parents about the school's Sex and Relationship Education policy and practice;  answer any questions that parents may have about the Sex and Relationship Education of their child;

- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Sex and Relationship Education in the school;
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
- inform parents about the best practice known with regard to Sex and Relationship Education, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

At Dormanstown Primary Academy we recognise that parents and carers have the right to withdraw their child from all or part of the Sex and Relationship Education programme that we teach in our school. If a parent wishes their child to be withdrawn from Sex and Relationship Education lessons, they should discuss this with the Headteacher, and

make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

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We recognise that for a very small minority of children adaptations might be appropriate to meet the needs of the individual, with regard to the stage of their emotional development and/or capacity for understanding. Such adaptations will be made in liaison with the PSHCE subject leader and parents or carers of the individuals involved.

## **7 The role of other members of the community**

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse, Teenage Pregnancy Service and other health professionals, give us valuable support with our Sex and Relationship Education programme.

## **8 Confidentiality**

Teachers conduct Sex and Relationship Education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the named persons for child protection and the Headteacher. The matter will then be dealt with in line with the appropriate Child Protection procedures.

## **9 The role of the PSHCE subject leader, curriculum working party and headteacher**

It is the responsibility of the PSHCE subject leader to ensure that both staff and parents are informed about our Sex and Relationship Education policy, and that the policy is implemented effectively, as designated by the Headteacher. It is also the subject leader's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The PSHCE subject leader, under supervision of the Headteacher, liaises with external agencies regarding the school Sex and Relationship Education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

The PSHCE subject leader, curriculum working party members and Headteacher monitor this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

## **10 Monitoring and review**

The Curriculum Committee of the governing body monitors our Sex and Relationship Education policy on a bi-annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the Sex and Relationship Education programme, and makes a record of all such comments. Governors require the headteacher to keep a written record, giving details of the content and delivery of the Sex and Relationship Education programme that we teach in our school.

**Policy Reviewed on: 29.06.11**

**To be reviewed in June 2013.**