



SS Peter & Paul Catholic Primary School



Policy on Sex & Relationship Education (SRE)

Policy Written & Agreed:

Ratified by Full Governing Body:

To be reviewed:

September 2020

September 2021



SS Peter & Paul

Whole School Policy on Sex & Relationship Education (SRE)

This sex & relationship education (SRE) policy:-

- is written using Birmingham Diocesan Education Service guidance;
- reflects the consensus of opinion of the whole staff;
- was discussed, written and agreed by the whole staff;
- has been approved by the Governing body.

The implementation and ownership of this policy is the responsibility of the whole staff.

The overall accountability and effectiveness of the policy will be the responsibility of the Head Teacher and Senior Leadership Team.

At SS Peter & Paul Catholic Primary School we take a faith based approach to sex and relationship education. We believe that we are all created equal in the image and likeness of God and that everyone is loved by God. We teach sex and relationship education to fulfil our Catholic mission and ensure everyone can live their life to the full as God intended.

As a Catholic school we regard every individual as unique and special in God’s family. This sex and relationship education policy is designed to support every member of our school, taking into account their unique and special nature as part of God’s family.

1.0 SCHOOL MISSION STATEMENT

This policy document should be considered in light of our School Mission Statement which outlines all that underpins our work at SS Peter & Paul Catholic Primary School. “We live and learn in the light of Christ.”

In this policy the Governors and teachers, in partnership with pupils and their parents, set out our intentions about sex and relationships education (SRE) in line with Birmingham Diocesan Education Service guidance. We set out our rationale for and approach to sex and relationships education in our school.

Dissemination The draft policy will be given to all members of the Governing Body, and all teaching and non-teaching members of staff. Copies of the document will be available to all parents through the school’s prospectus and a copy is available in the school office. Details of the content of the RSE curriculum will also be published on the school’s website.

2.0 DEFINING RELATIONSHIP AND SEX EDUCATION

The DfE guidance defines SRE as “lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and 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 Guidance*, DfE, 2000)

It is about the development of the pupil’s knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. The DfE identifies three main elements: “attitudes and values, personal and social skills, and knowledge and understanding”. (*ibid*)

Sex and Relationship Education (SRE) is lifelong learning about physical, moral, social and emotional development. It is the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. We recognise that Sex and Relationship Education is a shared responsibility between home and school. It also acknowledges the advice of the Bishops’ Conference: *‘It is the privilege and responsibility of the family to inform and educate their children in all matters, pertaining to human growth and development, particularly the sensitive area of sex education.’*

The Welsh Assembly Government envisages that effective school RSE programmes help learners to develop the skills and knowledge appropriate to their age, understanding and development to enable them to make responsible decisions about their relationships, sexual health and well-being.

3.0 STATUTORY CURRICULUM REQUIREMENTS

We are legally required to teach those aspects of SRE which are statutory parts of National Curriculum Science.

However, the reasons for our inclusion of SRE go further.

4.0 RATIONALE

‘I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL’ (Jn.10.10)

We are involved in sex and relationships education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to SRE therefore is rooted in the Catholic Church’s teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of the Christian life is the Trinity, Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God’s gift, reflect God’s beauty, and share in the divine creativity. SRE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales and as advocated by the DfE (and the Welsh Assembly Government) SRE will be firmly embedded in the PSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centred on Christ’s vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

All SRE will be in accordance with the Church’s moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from and support will be provided to help pupils deal with different sets of values.

5.0 VALUES AND VIRTUES

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to the God’s call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

6.0 AIM OF RSE AND THE MISSION STATEMENT

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that SRE is an integral part of this education. Furthermore, our school aims state that we will endeavour to raise pupils’ self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves: In partnership with parents, to provide children and young people with a “positive and prudent sexual education” which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

6.1 Objectives

To develop the following attitudes and virtues:

- reverence for the gift of human sexuality and fertility;
- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world and their own bodily natures;
- responsibility for their own actions and a recognition of the impact of these on others;
- recognising and valuing their own sexual identity and that of others;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of marriage and family life;
- fidelity in relationships.

To develop the following personal and social skills:

- making sound judgements and good choices which have integrity and which are respectful of the individual's commitments;
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

To know and understand:

- the Church's teaching on relationships and the nature and meaning of sexual love;
- the Church's teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty;
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;
- how to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception;
- how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.

6.2 Outcomes

INCLUSION AND DIFFERENTIATED LEARNING

We will ensure SRE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help. (In looking at these questions, it is important to draw links to the school's inclusion policy).

EQUALITIES OBLIGATIONS

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children.

BROAD CONTENT OF SRE

Three aspects of SRE - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole school / ethos dimension; a cross-curricular dimension and a specific sex and relationships curriculum.

SRE PROGRAMME / RESOURCES

Delivery of SRE:

SRE at the primary phase builds on the personal and social development work carried out to meet the Early Learning Goals at the Foundation Stage. It builds upon emotional and social skills which is central to all later SRE work.

At KS1, the SRE programme continues the work from Foundation Stage. It helps to build skills of:

- Developing confidence in talking
- Listening to others
- Thinking about feelings
- Naming emotions
- Developing self-esteem
- Developing assertiveness and friendship skills

At KS2, the above skills are developed and pupils look specifically at:

- How babies are conceived, develop and are born
- The changes that will take place during puberty.

Specific sex education content:

Upper KS2 (Years 5 & 6) will follow the **‘All that I am’** programme of study in order to deliver the SRE curriculum, which relates back to work completed in Science on the topic ‘Life Cycles’.

The Year 5 programme aims to:

- Develop pupils’ understanding of their physical and emotional development.
- Promote ways in which pupils can consider contemporary stereotypes of masculine and feminine behaviour and take responsibility for their actions.

The Year 6 programme aims to:

- Recap of the Year 5 programme.
- To have a knowledge of female and male physical development.
- To have self-awareness, confidence and skills and show these in their personal behaviour in a range of situations, such as making new friends.

A more detailed overview of the programme is available from the Subject leader.

A variety of teaching methods and styles will be used including: establishing ground rules, distancing techniques, discussion, project learning, reflection, experiential, active, brainstorming, film & video, group work, role-play, trigger drawings, values clarification, etc,...

Single gender groups will be used as deemed appropriate and relevant.

7.0 BALANCED CURRICULUM

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an SRE programme that offers a range of viewpoints on issues. Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to SRE. Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school’s promotion of Catholic teaching.

We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

8.0 PARENTS AND CARERS

We recognise that parents (and other carers who stand in their place) are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children. Therefore the school will support parents and carers by providing material to be shared with their children at home and workshops to help parents/carers to find out more. Parents/carers will be informed by letter when the more sensitive aspects of SRE will be covered in order that they can be prepared to talk and answer questions about their children's learning.

Parents must be consulted before this policy is ratified by the governors. They will be consulted at every stage of the development of the SRE programme, as well as during the process of monitoring, review and evaluation. They will be able to view the resources used by the school in the SRE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's SRE programme to meet their child's needs.

Parents have the right to withdraw their children from SRE except in those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the Head Teacher. The school will provide support by providing material for parents to help the children with their learning.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

9.0 RESPONSIBILITY FOR TEACHING THE PROGRAMME

9.1 Governors:

The Governors will keep up to date with the school's policy for Sex and Relationship Education, in consultation with the parents. They will make known to parents their right to withdraw their children from all parts of the SRE programme provided, except for the statutory elements of the Science curriculum. This SRE policy will be made available on hard copy and electronically via the school website. Governors:

- Draw up the SRE policy, in consultation with parents and teachers;
- Ensure that the policy is available to parents;
- Ensure this policy is in accordance with other whole school policies, e.g., SEN, ethos of the school, Christian beliefs;
- Ensure that parents know of their right to withdraw their children;
- Establish a link governor to share in the monitoring and evaluation of the programme, including resources used;
- Ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of SRE within PSHE.

9.2 Teachers:

All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills. Teachers will be expected to teach SRE in accordance with the Catholic ethos of the school. Appropriate training will be made available for all staff teaching SRE. Teachers will inform parents when the SRE programme is commencing and hold a meeting with them to explain what the children will be told and to raise any concerns/worries they may have. Specific sex and relationships education programme of delivery lays with the science, religious education, SRE and PSHE co-ordinators.

9.3 Head Teacher:

The Head teacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service and the Local Education Authority, also appropriate agencies.

9.4 PSHE/SRE Co-ordinator:

The co-ordinator with the head teacher has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to SRE and the provision of in-service training.

9.5 External Visitors:

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of SRE. Such visits will always complement the current programme and never substitute or replace teacher led sessions. It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our code of practice developed in line with CES guidance 'Protocol for Visitors to Catholic Schools'. Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

10.0 CHILDREN'S QUESTIONS

The governors want to promote a healthy, positive atmosphere in which SRE can take place. They want to ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people.

10.1 Controversial or Sensitive issues

There will always be sensitive or controversial issues in the field of SRE. These may be matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the SRE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion. (See also Sex and Relationship Guidance, 4.5 'Dealing with questions' 0116/2000, Department for Education and Employment, July 2000 for more detail)

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature.

11.0 SUPPORTING CHILDREN AND YOUNG PEOPLE WHO ARE AT RISK

Children will also need to feel safe and secure in the environment in which SRE takes place. Effective SRE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse they are required to follow the school's safeguarding policy and immediately inform the designated senior leader (DSL) responsible.

12.0 CONFIDENTIALITY AND ADVICE

All governors, all teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

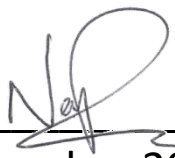
All lessons, especially those in the SRE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Christian understanding of what it means to be fully human.

Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with the school's pastoral care policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstance they would have to inform others, e.g. Parents, Head Teacher, but that the pupils would always be informed first that such action was going to be taken.

13.0 MONITORING AND EVALUATION

The SRE Co-ordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals. The programme will be evaluated biannually by discussion with pupils, staff and parents. The results of the evaluation should be reported to stakeholders and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

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