

Sex and Relationship Policy



St Joseph's RC Primary School's Policy for Sex and Relationships Education

This policy was approved by the Full Governing Body on 9th July 2015.

St Joseph's RC Primary School is a Catholic school in which Christian values underpin all that takes place. Pupils are taught in a spirit of tolerance, understanding and respect, through the curriculum and through our caring and loving ethos. Pupil development is approached in a variety of ways, including through the planned delivery of sex education in the school.

1 The Aims of our SRE Policy

- 1.1 To ensure the school is meeting statutory requirements and that teaching is informed by relevant guidance including educational guidance from the church.
- 1.2 To support staff to deliver the programme within the school ethos, appropriate to the age and maturity of the pupils.
- 1.3 To clarify for parents the approach taken by the school and to foster a partnership approach between home and school.
- 1.4 To ensure that all pupils feel included, not isolated in sessions.
- 1.5 To clarify pupil entitlement to sex education, including the role of the school in supporting pupils as they develop physically and intellectually.
- 1.6 Sex and Relationship Education will be delivered within guidance given by the church:
"Sex and Relationship Education cannot be reduced to simply the giving of biological facts. Our school have the responsibility to ensure that the information our children are given is received in the context of the Christian community and with Christian values, and based on sound moral principles."

2 The Aims of our SRE Programme

- 2.1 To encourage children to follow the example of Christ and to experience God's love.
- 2.2 To appreciate the value of 'family life'.
- 2.3 To promote loving and caring relationships and the idea of mutual responsibilities within these relationships.
- 2.4 To encourage children to grow and develop positively by reducing anxiety and providing reassurance about body changes – physical, emotional and social are all normal and acceptable.
- 2.5 To give knowledge and correct any mis-information by providing correct vocabulary for all parts of the body and encourage sensible attitudes to natural bodily functions.
- 2.6 To develop trust and sensitivity towards others.
- 2.7 To help children to resist peer and media pressures.

- 2.8 To develop children's confidence and self- image.
- 2.9 To acknowledge and compliment the role of parents as key educators, to liaise with, and work in partnership with them.

3 Organisation of Sex and Relationship Education at St Joseph's RC Primary School

- 3.1 It is important that all staff understand they have a responsibility to implement this policy. For this reason it is supported by a scheme of work that is delivered by the class teacher, and sometimes with the support of the school nurse and other agencies.
- 3.2 Delivery will take place through planned aspects of Science and through assemblies. Part of the scheme will be delivered by the School Nurse. This will involve a range of teaching methods. Teaching can be in both single gender and mixed gender groups as it is helpful for boys and girls to discuss feelings about growing up and developing an awareness of the development of both sexes, whilst promoting a positive attitude to equal opportunities, anti-sexism and gender issues. Provision is made available for single sex groups as appropriate, relevant or requested.
- 3.3 Teachers from nursery to year 6 will follow 'A Journey in Love' scheme of work to help deliver these aspects of the curriculum.
- 3.4 Pupils are taught SRE as part of the **statutory** National Curriculum for Science as outlined below and has a particular emphasis on healthy lifestyles, positive relationships, self-esteem, taking care of our bodies and understanding the changes that takes place:

4 Difficult Questions and Sensitive Issues

- 4.1 When addressing sensitive issues, it is particularly important that education is delivered within the Catholic ethos of the school. Teachers will answer questions with sensitivity and knowledge of their children when faced with such questions, taking into account what is appropriate for the child and other members of the group. Information on these subjects is potentially lifesaving and our aim is always to offer honest and responsible education to our pupils.

5 Scheme of Work

- 5.1 Teachers from nursery to year 6 will follow 'A Journey in Love' scheme of work to help deliver these aspects of the curriculum.

5.2 Early Years and KS1

Developing a healthy, safer lifestyle by learning to:

- Make simple choices that improve their health and well-being.
- Maintain personal hygiene.
- How some diseases spread and can be controlled.
- The names of the main parts of the body.

5.3 Key Stage 2

Year 3 and 4

- Maintain personal hygiene.
- Make simple choices that improve their health and well-being.
- How some diseases spread and can be controlled.
- The names of the main parts of the body including correct terms for sexual and reproductive parts.
- Pregnancy and the womb.

Year 5 and 6

- Name the main sexual and reproductive parts of the human body using correct terminology, and describe the functions of some of them.
- Describe the main physical and emotional changes in puberty for both boys and girls, and the differences between them.
- Identify basic facts about menstruation.
- Explain that there are different rates of change during puberty for different people and give some reasons for this.
- Deal positively with concerns or questions they have about puberty and know where to go for further help and information if they need it.
- Personal hygiene.
- Stereotyping and peer pressure.
- To know what is true and false about how someone can be infected with HIV.
- Know some basic facts about pregnancy and conception.

The above may be adapted according to the identified needs and maturity of the children.

6 Parental Involvement

- 6.1 Under the Education Act 1993, pupils can be withdrawn by their parents from the SRE programme that is outside the compulsory elements contained in the science curriculum (see above).
- 6.2 Parents who wish to withdraw their child are invited to see their child's class teacher who will explore the concerns of the parents/carers and the

possibility of adjusting the programme of study or approach. They will also discuss the impact that withdrawal may have on the child.

6.3 We would like to make it clear that if pupils are withdrawn from SRE lessons ask questions at other times, these questions will be answered honestly by staff, in line with their usual approach to questions from children.

6.4 *“The right of withdrawal should not affect spontaneous discussion or the honest answering of questions that arise naturally in other curriculum areas”*

(D.F.E.S Circular 5/94)

6.5 The school is committed to working in partnership with parents and places the utmost importance on sharing equal and joint responsibility with parents for the children’s personal, social, health education. Children will always be encouraged to talk about and discuss issues and learning at home and staff are always available to discuss any queries that parents may have.

6.6 By working in partnership, home and school can combine to provide the most effective SRE possible. Parents view and opinions are always welcomed.

6.7 To promote this, we:

- Inform parents about the school’s SRE policy and practice;
- Answer any questions that parents may have about the SRE of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for SRE in the school;
- Inform parents about the best practice known with regard to SRE, so that the teaching in school supports the key messages that parents and carers give to children at home.

6.8 Inform parents by letter as to when, in the academic year, the SRE topic will be delivered in PSHE lessons

7 Confidentiality & Child Protection

7.1 Teachers should encourage all pupils to discuss their concerns with an appropriate adult. The negotiation of ‘*Ground Rules*’ in SRE sessions is important for this reason. Teachers should make it clear to pupils the level of confidentiality that they can offer.

7.2 Due to the guidelines in the Child Protection Policy, teachers cannot offer or guarantee absolute confidentiality:

7.3 *Teachers need to be aware that effective SRE - which brings an understanding of what is, and what is not acceptable in a relationship, can lead to disclosure of a child protection issue. Pupils need to be reassured that their best interests will be maintained. This could lead to child protection action.*

7.4 Teachers should consult with the school’s designated CP lead for advice on all CP matters.

7.5 All outside agencies working in school to support the SRE programme will adhere to this policy.

8 Role of Head Teacher and Governors

8.1 It is the responsibility of the Head teacher and Governors to ensure that both staff and parents/carers are informed about our SRE policy, and that the policy is implemented effectively. It is also the Head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can deliver SRE effectively.

8.2 The Head teacher liaises with external agencies including the Diocese regarding the schools SRE programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework.

8.3 The Head teacher will report to governors, when requested, on the effectiveness of the policy.

9 Monitoring and review

9.1 The Curriculum Committee of the governing body monitors the impact of our SRE policy on an annual basis. This committee reports its findings and recommendations to the full governing body, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the SRE programme.

9.2 *This policy will be reviewed every two years, or earlier if necessary.*