

## **St Gregory's Catholic Primary School**

### **Sex and Relationship Education Policy**

The DFE guidance defines RSE 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”<sup>1</sup>. 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”<sup>2</sup>. (The Welsh Assembly Government envisages that effective school RSE programmes help learners to develop the

#### **Rationale**

‘I have come that you might have life and have it to the full’ (Jn.10.10)

We are involved in relationships and sex 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 RSE therefore is rooted in the Catholic Church’s teaching of the human person and presented in a positive framework of Christian ideals.

#### **Values and Virtues**

All RSE will be in accordance with the Church’s moral teaching. It is enshrined in 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.

Our Mission statement ‘Loving and Learning’ underpins this policy.

“...children and young people should be helped to develop harmoniously their physical, moral and intellectual qualities....., they should receive a positive and prudent education in matters relating to sex, and young people have the right to be stimulated to make sound moral judgement based on a well-informed conscience and to put them into practice with a sense of personal commitment.....”

Gravissimum Educationis (para. 3)

Second Vatican Council

Our policy is to integrate Sex and Relationships Education into the curriculum in such a way as to meet the particular needs of children as they grow and develop. It will seek to answer questions honestly, when they occur, and in a manner appropriate to the child’s age. From the child’s early years, the Sex and Relationship Education programme aims to:

- Provide information that is relevant and appropriate to the age and development stage of the pupils
- Foster self-esteem, positive self-image and confidence
- Foster respect for others, and a growing appreciation of:
  - The dignity of being created by God and in the image of God
  - Christian marriage and family life

The school works in partnership with parents, governors, the Archdiocese and the Community Health Service. Themes are based on the programme 'A Journey in Love,' and the Healthy Minds well-being resources, the National Curriculum Science materials are used as is and R.E programme 'Learning and Growing as the People of God'

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions about relationships and sex education (RSE).

**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. The content of the RSE curriculum will also be published on the school's web site.

Children in Years 5 and 6 are given appropriate facts and information about sexual development. These include:

- The 'A Journey in Love' programme
- Health and hygiene talks in Year 5
- Mixed group discussions on 'Growing Up' with Year 6 pupils including further information on puberty and practical issues for girls relating to menstruation

### **Aims**

In our school we believe that education about the development, growth and journey of the whole person towards becoming 'fully human, fully alive,' as a unique creation made in God's image. Within this context, we recognise that the personal, moral and social development of all pupils including Sex and Relationships Education is of paramount importance. More than ever do the children in our care need help and guidance to understand their own and others' sexuality in positive ways and to enjoy relationships based on mutual respect, dignity and responsibility free from any abuse.

### **What is education in sexuality?**

Education about relationships and sexuality begins at birth and continues throughout life. Young children are interested in themselves, their bodies and their relationships. A planned Sex and Relationships Education programme from Reception to Year 6 enables children to understand and value their bodies as well as develop positive attitudes and values towards sexuality.

Sex and Relationships Education encourages children to develop an awareness of and respect for themselves and others, it encourages the development of positive self-esteem, which will help children to respond and cope with the challenges of personal growth. It enables children to be aware of the personal choice opportunities which growing up will present to them and seeks to prepare them to make responsible decisions. It is about establishing positive frameworks for sexuality, exploring feelings and emotions and enjoying the confidence in one's own individuality. It is about relationships, feelings and behaviour.

Sex and Relationships Education supports children in growing understanding of their gender in order that they should feel comfortable with their own identity and secure in their relationships. Education in sexuality recognises that human sexuality is a gift from God. It is concerned with the spiritual and moral as well as the physical and social.

## **Objectives of education in sex and relationships?**

### ***To enable pupils***

- To grow in self-respect and self-worth, recognising that each of us is created in the image of God
- To explore the meaning and value of life, and give some appreciation of the values of a family life
- To have some understanding that love is central and the basis of meaningful relationships
- To become aware of their own emotions and how to manage them
- To develop clear understanding of their bodies, including the changes which have taken place since birth and those which will take place in the years ahead
- To increase their confidence in forming, maintaining and ending relationships
- To protect themselves from abuse
- To develop notions of self-esteem and self-worth
- To assess, understand and resist peer and social pressure
- To develop in themselves a caring and considerate attitude to each other and to society
- To understand the reproductive process in humans and animals, using correct vocabulary for body parts alongside their own terminology
- To provide a forum where they can share their concerns and offer a climate of support where they know they will be listened to sensitively

### **Elements of our programme**

Education in sexuality needs to take account of the complexity of human sexuality itself. The curriculum will bring together all the elements that need to be addressed to help pupils become aware of themselves and what is involved in relationships.

#### ***Underlying principles***

- Sexuality is a gift from God
- We are made to love and be loved
- What we say with our bodies should reflect what we mean in our heart and minds
- Mature Christian sexuality involves openness and commitment to others
- Genuine love is creative

#### ***Best practice***

- Focuses on 'Good News'
- Has a whole school approach
- Part of a development programme
- Has a whole person approach
- Recognises and develops partnerships with parents/family
- Takes into account and evaluates current attitudes

### **Principles to be used:**

Sex and Relationships Education will usually be taught by the class teacher. It will be taught as part of an integrated cross-curricular PSHE programme. It will mainly be taught through Science and R.E. and on occasion as part of a topic or a discrete lesson. The 'A Journey in Love' programme is used across the school to provide a curriculum steeped in the Church's understanding of the human person. Throughout the programme, there are biblical and theological reflections, which summarise Church teaching on the particular aspect being studied.

- Parents will be fully informed of what their children will be taught
- The planned programme will meet the needs of pupils
- Pupils are involved in the planning of the programme

- Pupils know visitors to the classroom for SRE
- Staff are clear about the purpose of the session. This is displayed and discussed with the pupils
- Ground rules are established for working better together. Refer to these are referred to at the beginning of each lesson and pupils are reminded about them.
- Language for the classroom is established
- Circle time carefully organised is a good way to deliver SRE?
- When appropriate distancing techniques will be used. Photographs, articles from magazines, pieces of literature
- The lesson will be closed down giving pupils time for reflection on their learning

## **Roles and Responsibilities**

### **a) Governors**

In accordance with the Education Act of 1993, the Governing Body will keep up to date the school's policy for SRE, in consultation with parents and will make copies of the policy available to them. They will make known to parents their right to withdraw their children from all or part of SRE provided at school except for those parts included in the Statutory National Curriculum.

### **b) 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. Teachers will be expected to teach SRE in accordance with the catholic ethos of the school. Appropriate training will be made available for all the staff teaching SRE.

### **c) 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.

### **d) Parents**

School recognises that parents are the primary educators of their children and school will seek to support them in this task. They will ensure that parents are kept informed of what is happening in SRE, and of our expectations of their children. Parents have the right to withdraw their children from RSE 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 headteacher. The school will provide support by providing material for parents to help the children with their learning.

### **e) External Visitors**

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. 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'4. 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.

### **Supporting children and young people who are at risk.**

Children need to feel safe and secure in the environment in which RSE takes place. Effective RSE 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 member of staff responsible.

### **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, taught in the RSE programme, will have the 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.

### **Monitoring and evaluation**

The programme will be monitored and evaluated gathering information from pupil's books and feedback. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

### **Relationship to other policies and curriculum subjects.**

This RSE policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents (for example, bullying policy, Safeguarding Policy etc.)

### **Assessment and Recording:**

No formal assessments are made. Conversations and discussions are differentiated to levels that suit the learners and their individual needs. Teachers will use assessment for learning to ensure teaching matches the needs of the children.

Finally, as Pope John Paul wrote in Familiaris Consortio:

*'Man cannot love without love. He remains a being that is incomprehensible for himself, his life is senseless if love is not revealed to him, if he does not encounter love, if he does not experience and make it his own, if he does not participate intimately in it.'*

### **Implementation and Review of Policy**

Implementation of the policy will take place after consultation with the Governors in the Summer term 2018. This policy will be reviewed every year 2 years by the Head teacher, RE Co-ordinator, the Governing Body and Staff.

**The next review date is Summer term 2020.**

## Key Skills

### Key Stage One

Pupils should be able:

- To understand the importance of valuing themselves and others
- To recognise their membership of the family and recognise the roles of individuals in families
- To understand growth and know themselves as male or female
- To be able to name the main external parts of the body
- To recognise babies have special needs
- To appreciate relationships, friends, family, working together, sharing, playing together
- To know about rituals that mark life and death, birth, marriage, death
- To recognise the range of emotions and how we deal with them
- To know about being safe
- To know the difference between good and bad touching
- To appreciate that some diseases are infectious
- To have an awareness of personal health and safety, personal hygiene

### Key Stage Two

Pupils should be able:

- To value themselves as a child of God, and their body as God's gift to them
- To understand that they grow and change throughout life
- To understand what is meant by relationships within families, friends and communities
- To develop an appreciation of what is involved in bringing up children and what responsibilities parents have
- To become aware of the different patterns of friendship
- To know the rituals celebrated in Church, making birth, marriage and death
- To be aware of their changing emotions and the need to respect other people's emotions and feelings
- To begin to know about and understand the changes that come about through puberty
- To know and understand their own bodies and their need to personal hygiene
- To know the names for the parts of the body
- To know the basic biology of human reproduction
- To appreciate that life is precious and a gift from God
- To become aware of the choices they make and that there are good choices and wrong choices
- To recognise the importance of forgiveness in relationships