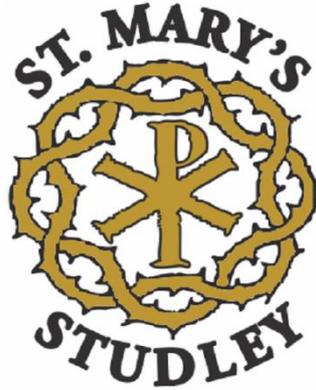


**ST. MARY'S CATHOLIC PRIMARY SCHOOL,  
STUDLEY**



**Sex & Relationships  
Education Policy**

**Headteacher**

O. Finnegan

**Chair of Governors**

S. Coyne



**St. Mary's Catholic Primary School, Studley**

## **Sex & Relationships Policy**

### **Aims**

The school recognises that Education in Sex and Relationships is an important part in a child's education and that human sexuality is a gift from God. As a Catholic school our teaching will be rooted in the whole context of the Catholic faith. It will reflect the teaching of the Gospels and that of the Church. It will take account of the physical, moral and emotional development of pupils.

Primarily it is about developing good relationships and respecting one's own dignity and that of others. Ideally SRE should begin in the home, with the valuing of family relationships. We aim to enrich the spiritual ' moral, social and cultural development of the children, building on knowledge already acquired. With this in mind, we see sex and relationship education, as part of the development of the whole child and therefore as an integral part of the whole curriculum.

There are two important concepts that underpin our thinking on subject:

- The dignity and worth of each person made in the image and likeness of God.
- The importance of individuals coming together in mutual support and regard, to live and work for the good of humankind and the glory of God.

Sex and Relationships education must be seen in the context of personal relationships and demonstrate the Catholic attitude and beliefs about human person.

At St Mary's we recognise that:

- It is a lifelong process, not just learning about the biological understanding of others, and ourselves but about relationships, feeling and behaviour.
- Education in Sexuality helps children to understand and value themselves and others, to take responsibility for their actions and make informed choices.
- In Sex and Relationships education, we aim:
- To have an awareness of where pupils are in their knowledge and understanding, so that their concerns can be identified and age appropriate teaching takes account of the emotional development of individuals.
- To engender growth 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 family life.
- To enable pupils to have some understanding of themselves, their own bodies and emotional development as they grow and change.
- To encourage pupils to be aware of their attitudes and values and have a sense of responsibility for themselves.
- To enable pupils to reflect on their relationships and recognise the qualities that help relationships grow and develop positively.

- To have some understanding of, and to give sensitive consideration to, the beliefs, values and cultures of others.
- To provide a forum where pupils can share their concerns and offer a climate of support where they know they will be listened to sensitively.
- To teach appropriate vocabulary and terminology and correct misinformation.
- To explain the physical, social, emotional changes that take place at puberty.
- To enable pupils to recognise and use strategies for dealing with inappropriate sexual behaviour.
- To develop strategies for self-protection and self-empowerment and foster awareness of personal safety.
- To enable pupils to recognise the importance of the choices they make and that they are responsible for the decisions they take.
- To help pupils develop their critical faculties and be aware of the values conveyed by the media in relation to self-image and sexuality.

### **Implementation:**

#### **Organisation of Curriculum Time**

Teaching of Sex and Relationships Education is taught through

- PSHE lessons.
- The 'All that I am' programme for Religious Education.
- Science lessons (See Science policy and Scheme of Work)
- In Years 5 and 6 pupils will receive education on human reproduction and puberty.
- This unit of work will involve a number of strategies:
- Units of work based on the Catholic 'All that I am' SRE scheme of work (written by the Diocese of Birmingham) approved by the Diocese and the Governing body.
- Units of work from 'Protective Behaviours' scheme .
- Team teaching
- Whole class and single gender work groups where appropriate.

#### **Parental Access**

Before Sex and Relationship Education is taught in year 5 & 6, parents will receive a letter inviting them to a meeting where they can discuss the content of SRE and view the materials used. We will outline ways in which they can support their children. Parents, as first educators of their children, are asked to support, co-operate and reinforce where possible, the teaching of SRE in school. Although parents are informed of their right to withdraw children from the programme, in accordance with DFES guidance, we actively encourage participation.

Parents who are concerned should speak with the Headteacher or SRE coordinator. Some aspects of SRE are in the statutory programme of study for science and pupils should not be withdrawn from lessons, where statutory teaching is being delivered.

## **Planning**

- Teachers should use the 'Protective Behaviours', 'All that I am ', Science programme of study and SEAL and Cambridge scheme of work to plan teaching of SRE, R.E, Science and PSHE as curriculum areas will have particular prominence in the delivery of SRE.

## **Recording**

- Work will be recorded appropriately through various media – art, posters, poetry, writing, drama, diagrams, ICT, and presentations.

## **Resources**

- Appropriate resources will be available to ensure that pupils have access to necessary information and materials, according to their needs.

## **Staff Responsibilities**

### **SRE Subject Coordinator:**

- Implementing and monitoring the scheme of work for SRE.
- Implementing and monitoring the assessment of SRE.
- Purchasing resources necessary for the teaching of SRE.
- Liaising with outside agencies and community groups.
- Advising staff on latest developments in the subject and arranging appropriate training.
- Reporting to the Governors and giving a progress update.

### **Class teachers:**

- Teachers must have a clear understanding of the National Curriculum aims and requirements for SRE in their Key stage and reinforce them wherever possible.
- Planning, teaching and assessment of SRE in accordance with the school's schemes of work.
- Handling SRE topics sensitively and confidentially where appropriate

### **Governors:**

- Ensuring that the Sex and Relationship policy is in keeping with the Catholic teaching advocated by the diocese and is implemented by the school;
- Ensuring that the policy is available to parents.
- Ensuring that the programme and the resources are suitably monitored and evaluated.

## **Monitoring and Reporting**

Teaching and learning in SRE will be monitored by the Senior Management Team and the coordinator on an ongoing basis.

## **Opportunities for Spiritual and Moral Development**

In Catholic education, we are aware that all knowledge and understanding comes from God. We recognise that:

- SRE is an important part of a child's education and that human sexuality is a gift of God.
- SRE is a life-long process, not just learning about the biological understanding of ourselves and others, but about relationships feelings and behaviour.
- SRE helps children to understand and value themselves and others to take responsibility for their actions and to be able to make informed choices.

## **Equal opportunities**

The aims of SRE should be made accessible to all children regardless of race, religion, gender, ability and disability by:

- Recognising and acknowledging appropriately the unique life experience each child brings with them.
- Providing both parallel and joint lessons for girls and boys on Growth and Reproduction in Year 5 and 6, where teaching becomes more focused to allow for the children's concerns to be dealt with sensitively.
- Providing books and resources (including people) that represent the range of cultures, religions and family groupings experienced by children in the school.
- Grouping children in a range of ways
- Withdrawing of small groups or individuals for targeted emotional /social need.
- Providing extension opportunities for children to lead discussions, plan and organise specific projects.
- Using I.E.P.s to provide targeted support for children.

## **Health and Safety**

- Staff are trained to care at all times and will ensure safe handling of materials and resources.
- Due to the nature of SRE topics will be handled sensitively and confidentially where appropriate, following the guidelines outlined in the Child Protection Policy.
- Pupils will learn strategies for personal safety and sources of support when they are feeling anxious or threatened by inappropriate behaviour of others.
- Pupils will learn about the importance of personal hygiene.

## **The Teaching of Sensitive Issues**

We will endeavour to deal with sensitive issues in a straightforward way. However subjects that are inappropriate for general discussion will be referred to the parent or carer of the individual child concerned.

Explanations will be given or discussions will be initiated at the correct level with due sensitivity to individual circumstances.

We acknowledge that parents are the first and best educators of their children and that then school works in partnership with them. We acknowledge their right to withdraw their children from Sex and Relationship Education, except for those elements that are required by the National Curriculum for Science and the 'All That I Am' scheme of work. Parents are invited to examine the program of study and teaching materials. They will be encouraged to talk to their children about lessons in school and listen to their questions and thoughts.

To promote a healthy, positive atmosphere in which SRE can take place, we aim 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. Some questions may raise issues, which it would not be appropriate for teachers to answer during ordinary class time, e.g. where a child's question hints at abuse, illegal acts or is deliberately tendentious or is of a personal nature. The use of ground rules is negotiated between teachers will help to create a supportive climate for discussion.

### **Confidentiality**

Pupils will be encouraged to talk to their parents about the issues that are discussed in the programme. Teachers will always help pupils who are facing personal difficulties. Teachers will be able to inform pupils that they can obtain further advice from their parents or carers.

Teachers will explain to pupils that they cannot offer unconditional confidentiality, for example, in matters that are illegal or abusive. Teachers will explain that in such circumstances they would have to inform others, e.g. parents, Headteacher or child protection officer, but that the pupil would always be informed first that such action was going to be taken.

### **Child withdrawal procedures**

Parents requesting that their child be withdrawn from sex and relationships education must write a letter outlining their objections and make an appointment with the Head teacher, in the first instance.

### **Related Policies and Documents**

Anti-Drugs Policy / PSHE Policy / National Curriculum / PSHE and Citizenship Scheme of Work / Race Equality Policy / Child Protection Policy.