

'To walk hand in hand with God, loving Him, loving each other and loving ourselves, doing our best with the gifts He gave us to make the world a richer place.'



St Peter's Catholic Primary School

Sex and Relationships Education (SRE) Policy

Control Box

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Committee	Teaching and Learning	Responsibility	Full Board of Governors
Associated Policies, Documents, Agencies:			

Rationale

St. Peter's School is a loving community which is inspired by the life and teachings of Jesus Christ. The school recognises that Education in Personal Relationships is a shared responsibility between home and school. It is taught with regard to the personal, social, moral and faith development of the child. The Bishops Conference in 1987 asked "all our schools... to consider their role in such education... so that our children and young people are given positive guidance and a true appreciation of all their human gifts." We believe that as we, and our children, grow in our capacity to love, that we open ourselves to others and make God "real" within us.

Aims and Objectives

- To enable children to understand the changes that occur to their bodies over a period of time.
- To enable children to understand the changes that occur to their feelings and emotions over a period of time.
- To engender growth in self-respect and self-worth, recognising that each of us is created in the image of God.
- To enable children to be confident and articulate at a time of change by providing them with accurate knowledge set in the context of Catholic values.
- To emphasise value and respect for their own changing bodies and for those of others.
- To promote the belief that each human person has a unique and special dignity and worth and that this is not dependent on age, abilities, social acceptability or any other characteristic.
- To create opportunities for discussion and exploration of the pupil's perceptions of relationships and moral choices in a secure, supportive environment.
- To enable children to reflect on their relationships and recognise the qualities which help relationships to grow.
- To enable pupils to understand that love is essential and is the basis of meaningful relationships.
- To value pupils' spontaneous questions about sexuality and relationships and to respond openly and appropriately to them.
- To enable the pupils to care for themselves and make informed decisions about their lifestyle.
- To enable children to recognise the importance of the choices that they make and that they are responsible for the decisions that they make.
- To promote awareness of peer, social and media pressures and help develop strategies for coping with these.
- To explore the meaning and value of life and appreciate the values of family life.
- To have some understanding of and be sensitive to the beliefs, values and cultures of others.

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- To explain the process of procreation.
- To correct misinformation and myth.

Statutory Requirements

While “sex education” is not statutory at the primary phase, education for personal relationships is statutory in the Foundation Stage under the ‘Personal, Social and Emotional Development’ area of learning and it is also the school’s responsibility to deliver the national curriculum science objectives.

Elements of SRE taught through the Science Curriculum are:

Key Stage 1

- Notice that animals, including humans, have offspring which grow into adults.

Key Stage 2

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Personal Development Learning Curriculum

All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes. In the early primary school years, education about relationships will focus on friendship, bullying and the building of self-esteem. From Year 1, within the current PDL curriculum, children will be taught about different family types including single and same sex families. The Year 3 and 4 curriculums will focus on cultural and religious differences with attention paid to the way that relationships are formed and developed. In Year 5 and 6, the children will explore the issues surrounding gender and racial stereotyping. The curriculum is progressive in nature so that each year develops a deeper understanding of building and maintaining positive relationships as well as keeping safe.

Parents

Sex and Relationships DfEE 2000 places sex and relationship education within the framework for PSHE&C and recognises that parents are key figures in helping their children to cope with the emotional and physical aspects of growing up and in preparing them for the challenges and responsibilities which sexual maturity brings. Parents are invited to view curriculum materials used in teaching and discuss the content. In the Summer term of Year 5, there is a ‘boys workshop’ and a ‘girls workshop’ for parents to attend with their child. The aim of these workshops is to support both the parent and child with understanding the changes that occur during puberty within a safe environment and with trusted adults. Parents are entitled to withdraw their child from sex education except for the parts that are included within the science curriculum.

Procedure for withdrawal from sex education lessons:

- Parent has initial discussion with Head Teacher;
- If concerns still remain, parent may formally request removal of children in writing, stating exactly from which parts of the programme the child is to be excluded.

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Children with special needs

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

Child protection

Teachers will be aware that effective Sex and Relationship Education brings an understanding of what is and is not acceptable in a relationship may lead to disclosure of a child protection issue.

If a disclosure is made, the staff member will inform the Head Teacher/Child Protection Liaison Officer in line with the school's Child Protection Policy.

Specific issues

- Staff will not give personal advice on sexual matters
- Sensitive issues (homosexuality, AIDS, contraception, certain sexual practices) may be raised by the children; if so, the teacher will respond in an open and honest manner, **with regard to the children's level of understanding and the teachings of the Church**. The teacher will not respond to the whole class where a child's question is particularly explicit. The child will be encouraged to talk with their parents or if they have concerns of the child's safety, to talk with the teacher privately
- Where questions/answers cause a teacher to believe a child may be being abused, the teacher will refer to the Child Protection Liaison Officer (See above)

Legislation

The Education Act and Sex and Relationship Guidance DfEE 2000 (which included Voluntary-Aided Schools), requires the Governing Body to consider:

- whether sex education should form part of the secular curriculum;
- their policy with regard to the content and organisation of the relevant part of the curriculum;
- that SRE education should encourage pupils to have due regard to moral considerations and the value of family life;
- that SRE teaching should be complementary and supportive to the role of parents.