

**Sacred Heart Catholic
Primary School**



**OUR SCHOOL POLICY
FOR SEX &
RELATIONSHIPS
EDUCATION (SRE)**

OUR SEX & RELATIONSHIPS EDUCATION (SRE) POLICY

(Please cross reference with the School Education for Personal Relationships (EPR) Policy)

Loving for life

The title reflects our view that Catholic education has something important to say about Sex and Relationships Education. Christ's command 'Love one another as I have loved you', is the key and foundation for human and spiritual fulfilment and happiness. As human beings created body and spirit, our whole personality is shaped by our sexuality. 'Male and female he made them, in his own image he made them'. Sex and relationships education, therefore, is a fundamental entitlement of our children and young people and the family is the central context in which this education takes place. Our education system guarantees parents rights to withdraw their children from school sex education and as Catholics we must see this as a fundamental plank of our school sex education. It can only be successful when it grows out parental support and in turn supports parents in their critical role. We believe that 'God saw all that he had made and found it very good' and that includes our bodies and our sexuality, in its widest sense is his gift to us. In growing up, children and young people gradually experience and become fully aware of themselves. As a Catholic community, we want to support their personal and spiritual development by offering them a mature and well rounded approach to the difficult questions that they face with regard to the appropriate expression of their love for others. The unconditional loving intimacy of husband and wife are the model that Christ proposed and we bear witness to his teaching, while being able to understand that in our society and among our young people, different models and approaches may often arise and raise difficult questions. We offer both a listening ear, a warm hearted approach and a faith that inspires us to see in our humanity the place where God reveals his love.

Introduction

The Governing Body believes that Sex and Relationship Education (SRE) is an essential part of a holistic education since its focus is the individual, uniquely created by God in His own image. Through SRE children come to understand more about themselves, others and the beauty of Creation.

'Effective SRE should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, to build up their confidence and self-esteem and understand the reasons for delaying sexual activity. It builds up knowledge and skills, which are particularly important today, because of the many different and conflicting pressures on young people.'

(Sex and Relationship Education Guidance, DfEE 0116/2000)

Mission Statement

The Governors recognised that it is their duty to provide a programme of SRE for pupils which supports parents/carers in their key role as teachers in this.

SRE is presented in the context of Gospel values and the Church's teaching on morality.

Reviewed and Updated: June 2012

Review Due: June 2015

Aims and Rationale

Our approach to SRE will be a positive one because:

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 hearts and minds.

Mature Christian sexuality involves openness and commitment to others.

Genuine love is creative.

We affirm that human sexuality is an essential dimension of personal identity as it forms a fundamental part of God's gift of Life. We offer a profound understanding of the joy and depth of human sexual relationships.

"In his own image he made them, male and female he made them... God saw all that he had made and found it very good."

Aims

- To develop in pupils a sense of their own self-worth and uniqueness as created by God.
- To help pupils to come to a deeper understanding about themselves as they grow.
- To provide pupils with accurate, factual information about the reproductive process according to age, experience and level of understanding.
- To teach pupils to respect their own and each other's bodies.
- To teach pupils about the importance of love and respect in relation to all relationships and especially sexual relationships and to set this in the context of family life and marriage.
- To teach pupils about responsibility for oneself and others.
- To develop an understanding about the importance of parenting skills.
- To develop an awareness of the importance of emotions, feelings, instinct and right judgement in relation to self protection.
- To develop an awareness of an individual's legal context regarding sexual behaviour.
- To help pupils recognise the physical, emotional and moral risks of casual and promiscuous behaviour.
- To present facts in an objective and balanced manner and to use appropriate terminology to enable pupils to discuss issues without embarrassment or fear.
- To provide a supportive environment for SRE to take place where questions can be asked and honestly answered.

Confidentiality and child protection

Confidentiality is an important consideration with respect to SRE and the boundaries of confidentiality will be made clear to pupils. If a pupil discloses information which is sensitive and which the pupil asks not to be passed on, the request will be honored unless this is unavoidable in order for teachers to fulfill their professional responsibilities in relation to: child protection, cooperation with a police investigation or referral to an external service. Teachers cannot and should not promise total confidentiality.

It may be necessary to invoke child protection procedures if a pupil's safety is under threat. In such circumstances, the designated child protection teacher, will be informed of concerns.

Methodology

Reviewed and Updated: June 2012

Review Due: June 2015

We intend that the school's SRE policy and programme shall be delivered in the wider context of the school's Education for Personal Relationships (EPR) programme (Primary) / Personal, Social, Health and Economic Education (PSHEe) and Religious Education programme and also in accordance with the principles set down in other relevant school's policies such as, Equalities and Inclusion.

Aspects of SRE will be covered as part of the statutory element of the Science National Curriculum.

The SRE programme also includes elements of the statutory Science curriculum, which is mandatory for all pupils. Parents / carers are not able to withdraw their children from National Curriculum Science.

National Curriculum Science

Key Stage 1.

- 1.b) That animals including humans, move, feed, grow, use their senses and reproduce.
- 2.a) To recognise and compare the main external parts of the bodies of humans.
 - f) That humans and animals can produce offspring and these grow into adults.
- 4.a) To recognise similarities and differences between themselves and others and treat others with sensitivity.

Key Stage 2.

- 1.a) That the life processes common to humans and other animals include nutrition, growth and reproduction.
- 2.f) About the main stages of the human life cycle.

Dealing with sensitive issues and responding to questions

Teachers will answer questions honestly but with due regard given to the nature of the question and the age and maturity of the questioner. In some cases it may be inappropriate for the teacher to respond to a specific question and the pupil will be referred to his/her parents. In the same way not all questions will be answered publicly and the teacher will need to assess the appropriateness of the question to consider if it matches the maturity and understanding of the whole class group.

Teachers should never feel pressured into discussing their personal views or experiences and should always respect the sensitivity of their position as a teacher in a Catholic school.

Working with Parents

The Education Act 1993 gives parents the right to withdraw their child from any or all of the schools Sex Education programme although certain elements are covered under the Science National Curriculum which is the entitlement of all children. The school recognises that good communication is vital in this area and parents are invited to review the schools policy and ideally view all the materials used beforehand.

Roles and Responsibilities

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 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.

Teachers

All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guidance of the physical, moral 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 to all staff teaching SRE.

Parents

The school recognises that parents are the primary educators of their children and will seek to support them in their task. It will ensure that parents are kept informed of what is happening in SRE in terms of content, delivery and timing.

Programme

Sex and Relationship Education (SRE)

The following elements have been drawn directly from the Diocesan EPR scheme of work as they relate to SRE specifically and related areas (emotional literacy skills and protective education).

Foundation Stage

- Hear that they are created uniquely by God
- Learn that their body is a gift from God
- Name the main parts of the body
- Hear about babies growing into children and adults
- Learn that babies have special needs
- Learn that family and friends should care for each other
- Recognise and deal with feelings in a positive way.

Key Stage 1

- Recognise that they are created by God
- Know that humans move, eat, grow and reproduce
- Name part of the body (set out exactly what should be learnt)
- Recognise themselves as male and female
- Learn how to improve personal hygiene
- Know that they are different types of families
- Recognise the roles of individuals, within the family
- Know that secure loving relationships within the family are important
- Recognise that families and friends care for each other
- Learn that humans can produce babies
- Learn that babies grow into children and adults
- Hear about the ideal of loving and sharing in a Christian marriage
- Understand how to treat themselves and others with mutual respect and dignity
- Understand that their bodies are special and develop ways to protect and respect them
- Reflect on their contributions to building up loving family relationships

- To recognise, name and deal with their feelings in a positive way
- Become aware of what makes them feel uncomfortable and develop simple strategies for dealing with uncomfortable situations.
- Be able to talk about their emotions.

Key Stage 2

Year 3

- How to value themselves as children of God
- Learn the main stages of the human life cycle from birth to death
- Learn about daily routines to care for your body and understand about a healthy life-style
- Explore the expressions of love and joy in a family
- Explore the sacrament of marriage as an expression of love
- Investigate what is meant by relationships within families
- Investigate why parents need to care for their families
- Understand the importance of honesty and self-discipline
- Explore ways in which actions can enhance or spoil loving family relationships
- Explore the ways in which feelings affect, and are affected by actions.

Year 4

- Learn about themselves as a child of God and their body as a God's gift to them
- Develop awareness of the life cycle from conception to birth
- Learn about what makes a healthy life style
- Learn about the place of love and joy in families
- Continue to explore the Sacrament of marriage as an expression of love
- Deepen the understanding about what is meant by relationships within families
- Explore and develop strategies to maintain good relationships
- To be aware of different types of relationship, including marriage and those between friends and families and to develop skills to be effective in relationships.

Year 5

- Explore ways to reflect God's unconditional love in their lives.
- Explore the changes that come about through changes, body and feelings/emotions (including menstruation)
- Explore the need for a healthy life-style
- Learn how to manage their feelings as they change
- Investigate what is involved in bringing up children
- Explore the marriage liturgy, especially to parents' responsibility towards children as expressed through the vows of Christian marriage
- Explore the meaning of friendship, trust and loyalty
- Learn about different types of relationships among friends and families and develop the skills needed to be effective in relationships
- Learn about sources of help and support for individuals, families and groups
- To be able to talk about relationships and know how to seek advice from significant adults
- Understand that pressure to engage in unacceptable or risky behaviour can come from a variety of sources, including people they know, and to exercise basic techniques for resisting pressure

- To recognise that actions have consequences for themselves and others, recognise others' feelings and put themselves in someone else's shoes
- Reflect upon personal responsibility for maintaining good relationships
- Explore ways of dealing with broken relationships and bringing about reconciliation
- Understand about a healthy life-style and the options and choices they make

Year 6

- Reflect upon the importance of God's unconditional love
- Know the basic biology of human reproduction within the context of marriage (including sexual intercourse)
- Develop an appreciation of what is involved in bringing up children
- Hear about the commitment of Christian parents in bringing up children
- Explore the responsibilities that parents have in bringing up children
- To recognise the risks in different situations and make judgements about behaviour
- Learn about different kinds of relationships among friends and families and to develop the skills to be effective in relationships
- To recognise that actions have consequences for themselves and others, recognise others' feelings
- Develop the skills to form, and end relationships
- Develop ways to deal with the consequences of wrong choices
- Investigate ways to achieve a healthy body and life-style.

Dyslexia

At Sacred Heart we aim to identify and support all children by following the guidance as laid out in the East Sussex Dyslexia Policy.

Inclusion

Sacred Heart School is an inclusion school and addresses the needs of all its children and young people with reference to SRE.

Disability, Equality Duty

Sacred Heart School welcomes its responsibilities to promote disability equality according to the Disability equality Duty, and views this extension of its duties alongside Parts 2, 3 and 4 of the Disability Discrimination Act (DDA) as a further positive step towards achieving equality for disabled pupils and staff across all areas of school life.

Healthy Schools

Sacred Heart School strives to be a healthy School.

Implementation, monitoring and review

Implementation of the policy is the responsibility of the Head and Governors. The Parish Priest will act as link Governor for SRE, and other aspects of PSHEe and citizenship at the school. An annual report will be produced for the governors about progress against agreed targets, including PSHEe and citizenship provision. This will include evaluative feedback from pupils, as well as teaching and support staff.

Opportunities will be made to inform parents about their children's SRE. both through written information and parents events.

The Governors of Sacred Heart School have approved this policy.

This policy will be reviewed in June 2013.