

At St Clare's "Guided by Jesus Christ, our teacher, we journey together,
learning to dream, believe and achieve"

Whoever claims to live in him must live as Jesus did **1 John 2:6**



St. Clare's RC Primary School

Sex and Relationship Education Policy Feb 2016 – 2017

This policy document should be considered in the light of our School Mission Statement which outlines all that underpins our work at St. Clare's:

Mission Statement

**"Guided by Jesus Christ, our teacher, we journey together,
learning to dream, believe and achieve"**

1 Introduction

We aim to create a community which is underpinned by the Gospel values of Christ; where all children have the opportunity to develop spiritually, creatively, physically, socially and academically.

What is SRE?

Sex and Relationship Education (SRE) is lifelong learning about physical, moral, social and emotional development. It is the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. We firmly believe that positive relationships in a loving, caring environment enable our children to freely learn and develop to their full potential.

Context

At St. Clare's, our ethos is to educate our children with Jesus Christ as our teacher, and thus all that we teach is focussed upon Catholic values and morals. We recognise each of our pupils as unique individuals, created in the image and likeness of God, and our curriculum reflects the Gospel values of our faith, is integral to teaching the Christian values and is taught in the context of Christian relationships and virtues.

SRE promotes children's self-esteem and emotional wellbeing. It helps them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school and in the community.

The school shares with parents, as first educators, the responsibility to provide positive and prudent sex and relationship education.

2 Aims and objectives

Within a Catholic context, the purpose for teaching SRE at St. Clare's is:

- To engender growth in self-respect and self worth recognising that each of us is created in the image and likeness of God

- To appreciate and understand the role of God our Father as creator of our world and the founder of productive and purposeful relationships
- To enable pupils to have an understanding that love, trust and faith is central to relationships
- To promote an appreciation of the nature, purposes and value of marriage and the Family
- To enable pupils to have an understanding of themselves, their bodies and their emotional development
- To enable pupils to reflect and recognise the qualities that help them to grow, develop and sustain positive and effective relationships

We teach children about:

- The physical development of their bodies as they grow into adults;
- The way humans reproduce;
- Respect of their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
- The importance of family life;
- Moral questions;
- Relationship issues;
- Respect for the views of other people;
- What they should do if they are worried about any sexual matters.

3 Delivery of SRE

SRE is delivered through the Diocesan recommended programme '**Journey in Love**' This is a comprehensive programme incorporating Sex Education, appropriate to age and maturity, from Foundation Stage to Year 6.

This is supplemented in Year 5 and 6 by, '**all that I am- The Road Ahead**', a resource for teachers in upper junior school focusing on personal, social and spiritual education.

Pupils will be taught in mixed gender group but opportunities to explore sensitive issues in single gender groups will be available where necessary. Before the children are taught about puberty and reproduction (science curriculum) parents will be informed via the school so as to enable them to continue discussion within the home. Although children may be withdrawn from some aspects of sex and relationship education lessons, it will be assumed that parents are willing for their child to participate unless the school is notified otherwise.

Parents will have a formal opportunity to see material that will be used in the teaching of SRE and discuss this with the headteacher, class teacher, Re Lead and/or the PSHCE coordinator. Parents cannot withdraw their children from the science curriculum aspects of SRE, only the personal and social aspects. Parents can speak to the headteacher or PSHCE coordinator if they require clarification on this issue.

Delivery of SRE is the responsibility of the class teacher. However outside agencies, e.g. the school nurse, may also have an input, although always in line with our school policy, ethos and the Church's teaching.

4 SRE Programme content

SRE at the primary phase builds on the personal and social development work carried out to meet the Early Learning Goals at the Foundation Stage. It builds a foundation of emotional and social skills which is central to all later SRE work.

At KS1, the SRE programme continues the work from Foundation Stage. It helps to build skills of:

- Developing confidence in talking

- Listening to others
- Thinking about feelings
- Naming emotions
- Developing self-esteem
- Developing assertiveness skills and friendships skills

At KS2, the above skills are developed and pupils look specifically at:

- How babies are conceived, develop and are born
- The changes that will take place at puberty

Legal requirements of SRE

These areas are compulsory in the National Curriculum Science programmes of study at KS1 & 2.

At KS1, pupils are taught:

- That animals including humans move, feed, grow, use of senses and reproduce
- To recognise and compare the main external parts of the body of humans
- That humans can produce babies and that these grow into adults
- To recognize similarities and differences between themselves and others, and treat others with sensitivity

At KS2 pupils are taught:

- That the life processes common to humans and other animals include nutrition, growth and reproduction
- About the main stages of the human life cycle

Outlined below is how the programme will be addressed in each year group.

Each year group is taught at an appropriate level for understanding and the whole theme is based on Love of God and our uniqueness.

There are five areas which include physical, social, emotional, intellectual, and spiritual for each year group. Many of the aspects are already within our RE curriculum, and the themes include activities, reflections and prayers.

The learning objectives are as follows:-

Reception – God loves each of us in our uniqueness Children know and understand that God has made them unique and that although we are all different, we are all special to Him.

Year 1 – We meet God’s love in our family Children know and understand that they are growing and developing as members of their own family and God’s family.

Year 2 – We meet God’s love in the community Children know and understand that they are growing and developing in a God-given community.

Year 3 – How we live in love Children know and understand the virtues essential to friendship, eg loyalty, responsibility...and experience the importance both of forgiving and being forgiven, and of celebrating God’s forgiveness.

Year 4 – God loves us in our differences Children know and understand that they are all different and celebrate these differences as they appreciate that God’s love accepts us as we are and as we change.

Year 5 – God loves me in my changing and development Children know and become aware of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom, etc. and grow further in their understanding of God’s presence in their daily lives.

Year 6 – The wonder of God’s love in creating new life Children develop, in an appropriate way for their age, an understanding of sexuality and grow further in their appreciation of their dignity and worth as children of God.

Each class will have four lessons focussed on their theme. Each lesson will be delivered in the same week in the Summer Term.

Context/Organisation

Teaching & Learning Approaches

SRE is generally delivered using interactive methods of learning and these include:

- Whole class discussion
- Circle time
- Small group work
- Forum for children to discuss personal issues outside of group and class activities(eg. Question box).

Teaching Sensitive Issues

Puberty

We aim to provide accurate factual information about the physical and emotional changes that take place at puberty. Both boys and girls are given a basic knowledge of what happens to each gender. We also explain that it is normal for everyone to develop at different rates.

Menstruation

We provide accurate information about menstruation in Y5 & 6.

Sensitive arrangements are organized to prepare the girls for menstruation. Sanitary facilities are available on request.

Staff are prepared to deal with requests for sanitary towels in a helpful manner and without embarrassment.

Confidentiality

Some pupils may choose to mention specific problems or individual issues involving themselves or members of the school community. While staff will want to be supportive, it is made clear to all staff that they work within child protection guidelines and therefore must state to their pupils that they will not be able to guarantee confidentiality when the wellbeing and safety of a child may be at risk.

Teachers conduct SRE education lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the named person for child protection issues about their concerns. The Headteacher will then deal with the matter in consultation with health care professionals (see our policy on Child Protection).

Inclusion

We teach SRE through different aspects of the curriculum. While we carry out the main SRE teaching in our RE and personal, social and health education (PSHE) curriculum, we also do some sex education through other subject areas (e.g. Science and PE) which we believe contribute significantly to children’s knowledge and understanding of their own bodies, and how they are changing and developing.

While SRE education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code, and of the values which underpin all our work. We teach sex education on the understanding that:

- It is taught in the context of marriage and family life;

- It is part of a wider process of social, personal, spiritual and moral education;
- Children should be taught to have respect for their own bodies;
- Children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- It is important to build positive relationships with others, involving trust and respect;
- Children need to learn the importance of self-control;

We have a commitment to ensuring that all pupils will have equal access to the SRE curriculum. Parents have the right to withdraw their children from all or part of the SRE at school, except for those parts included in the National Curriculum Science programmes of study. In such cases, parents must notify the school and alternative arrangements will be made.

In Year 5 and 6, we place a particular emphasis on health education, as many children experience puberty at this age. Teachers do their best to answer all questions and sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how children's bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.

We arrange a meeting for all parents and carers of children in Year 5 and 6 to discuss this particular programme of lessons, to explain what the issues are, and how they are taught, and to see the materials the school uses in its teaching.

6 The Role of parents and carers

The school is well aware that the primary role in children's SRE lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents and carers of children at our school, through mutual understanding, trust and cooperation. To promote this objective, we:

- Inform parents and carers about the school's SRE policy and practice;
- Answer any questions that parents or carers may have about the SRE education of their child;
- Take seriously any issue that parents or carers raise with teachers or governors about this policy, or about the arrangements for SRE education in the school;
- Encourage parents and carers about the best practice known with regard to SRE education, so that the teaching in school supports the key messages that parents and carers give to children at home.
- We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

9 The role of the Headteacher

- 9.1 It is the responsibility of the Headteacher to ensure that both staff and parents/carers are informed about our sex education policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach about sex effectively, and handle any difficult issues with sensitivity.
- 9.2 The Headteacher liaises with external agencies regarding the school sex education 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.
- 9.3 The Headteachers monitors this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy.

10 Monitoring and review

The RE/ PSHCE Leaders will monitor teaching and learning according to our school's policy. Implementation will be monitored by the Head teacher, RE and PSHE subject leaders and reported on to the Governing Body who are ultimately responsible for the provision of SRE.

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, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents and carers about the SRE programme, and makes a record of all such comments.

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

Approved by the Board of Governors.

Signed by:	<i>W. Ryan</i>	W. Ryan, Chair of Governors
Date:	16 th March 2016	
Date for review:	March 2017	