



St. Mary's Catholic
Primary School

Relationships and Sex Education Policy

Everyone matters and is loved by God.

Children and young people need to be provided with positive and prudent sex education”
(Vatican II)

“ Education in sexuality of people should be truly and fully personal - for sexuality is an enrichment of the whole person - body, emotion and soul - and manifests its inmost meaning in leading the person to the gift of self in love. “

(Pope John Paul)

RATIONALE

Sex and Relationship Education (SRE) has been renamed as RSE: Relationship and Sex Education (RSE) to emphasise the relationships aspect of RSE. This was one of the recommendations from the Commons Education Committee Feb 2015

Education in sexuality is more than biology and how the reproductive system works. It is also about relationships, feelings, respect, responsibilities and behaviour. Sex education will enable the children to have some understanding of themselves, their own bodies and their emotional development as they grow and change. It will help them to understand the nature of relationships and to reflect upon the ways in which these are conducted.

Children must acquire the knowledge and skills necessary to develop and handle both their present and future relationships. Sex education will enable our children to learn how to make appropriate choices, especially when under pressure, as ‘fully human, fully alive’ members of the Christian family.

OUR PHILOSOPHY AND CORE VALUES

At St Mary’s Catholic Primary School we are aware that sexuality is a fundamental component of one’s personality and so is God’s gift to us. It is therefore essential that ‘...our children and young people are given positive guidance and a true appreciation of all their human gifts’ (Bishops’ Conference 1987).

We recognise that parents are the 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 that sexual maturity brings. Legislation requires of schools careful consideration of the whole education of young people. Relationships and sex education is an integral part of the growth and development of pupils and cannot be neglected if our school is to fulfil its statutory obligation.

At St Mary’s Catholic Primary School we wish our pupils to participate in a curriculum which will help them to develop spiritually, intellectually, morally, socially and culturally, so that they will be prepared for adult life. Our children belong to different communities – their homes, their school and their neighbourhoods. We try to foster a true partnership involving home, school and parish community – with each supporting the other for the good of our children.

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Education in sexuality should be developmental; it should enable sexuality to be integrated into personal growth from infancy – through childhood to adolescence and beyond. Consequently, each young person is entitled to experience within our school a climate in which the quality of relationships between staff and pupils, and between the pupils themselves, is marked by honesty, warmth, trust and security. Therefore, relationships and sex education must be taught within the curriculum, underpinned by the spirit of our Mission Statement.

St Mary's governors and staff members are in complete agreement with our Church which is '...formally opposed to an often widespread form of imparting sex information dissociated from moral principles.'

(Familiaris Consortio 37)

AIMS AND OBJECTIVES

Young people need much help and guidance in their struggle to live out their lives as members of the Christian family, in accordance with Christ's law of love. Hence we aim:

- to provide a programme of relationships and sex education in the context of Christian and family values;
- to encourage personal responsibility in all matters of choice and behaviour;
- to encourage respect and consideration for others;
- to encourage Christian values of morality and love, within a family setting;
- to have an awareness of where our pupils are in their knowledge and understanding, so that their concerns can be identified;
- to emphasise that love is the centre and basis of meaningful relationships;
- to help pupils develop the courage to resist peer, social and media pressures to conform to present day attitudes to sexual behaviour;
- to raise pupils' self-esteem, recognising that they are created in the image of God.

STRATEGIES FOR TEACHING

Relationships and sex education is an integral part of the overall RE, science and PSHE programmes; it is not a 'bolt-on' extra. While some aspects of the sex education programme form part of the National Curriculum requirements, the emphasis is on their delivery within a moral framework through the use of appropriate themes.

In any programme there will be:

- instruction and explanation by the teacher to individuals, groups or the whole class;
- discussions (whole class or groups);
- teacher and children question and answer sessions;
- individual and group research;

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Generally pupils will be taught as a class, though on some occasions in Years 5 and 6 boys and girls may be taught separately in order to facilitate more open discussion. However, the content covered will be the same.

ASSESSMENT AND RECORDING

All teachers are responsible for assessing the effectiveness of the programme. Continuity and progression are provided through the scheme of work with teachers keeping and passing on records.

WORKING WITH PARENTS

We believe that Sex Education is primarily the responsibility of parents but we aim to support and enhance this process. Parents will be offered an opportunity to view materials prior to their children. Parents will also be given notice of when their children are to be taught specific subjects - this should enable relevant discussion to take place at home. If questions arise that we feel are best answered by parents, then we shall advise the children to discuss the issue with their parents.

Child withdrawal procedures:

Under the 1993 Education Act parents have the right to withdraw their children from all or part of the Sex Education programme (although not from the Science National Curriculum *see Appendix 1*). Parents wishing to exercise this right are asked either to inform the Head teacher by letter or to make an appointment to discuss the issues causing concern.

SPECIAL NEEDS

At St Mary's Catholic Primary School planned activities in the classroom take into account the needs of each child and appropriate work is provided to reinforce and extend their learning. Where necessary, children on the SEN Code of Practice will be given access to the programme through extra support or differentiated tasks.

RESOURCES

Resources for Relationships and Sex Education are stored in individual classrooms. Resources include books and ICT materials.

MONITORING THE SEX EDUCATION POLICY AND PRACTICE

The provision of sex education is monitored by the RE Leader in liaison with the Head teacher and staff.

DISSEMINATION OF THE POLICY

The policy will be on the school website. This policy is available to parents on request from the School Office.

THE ROLE OF THE SUBJECT LEADER

The role of the Co-ordinator, together with the Headteacher, is:

- to support colleagues in planning and implementing the policy and scheme of work;
- to monitor and review the effectiveness of the programme;
- to liaise with Catholic Secondary schools;

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Appendix 1

RSE and science in the National Curriculum

Key Stage 1

Year 1

Animals, including humans

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2

Animals, including humans

Notice that animals, including humans, have offspring which grow into adults
Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Non-statutory Guidance

Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

The following examples might be used: growing into adults can include reference to baby, toddler, child, teenager, adult.

Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow

Key Stage 2

Year 5

Living things and their habitats

Describe the life process of reproduction in some plants and animals.

Non-statutory guidance

Pupils should find out about different types of reproduction, including sexual reproduction in animals.

They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.

Animals, including humans

Describe the changes as humans develop to old age.

Body Changes at Puberty

Non-statutory guidance

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.