

St Mark's Catholic Primary School



*SEX AND
RELATIONSHIPS
POLICY*

*Proudly and Joyfully
We love, Live and Learn as God's Children*

Aims

St Mark's Catholic Primary 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 we realise that our teaching will result from reflection on the Gospels and the teachings of the church and take account of the physical, moral and emotional development of pupils. There are two important concepts that underpin our thinking on this 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. 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, our aims are

- To have an awareness of where pupils are in their knowledge and understanding, so that their concerns can be identified.
- 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 correct misinformation.
- To explain the process of human procreation.
- 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 to resist peer, social and media pressures where necessary.
- To help pupils develop their critical faculties and be aware of the values conveyed by the media in relation to self-image and sexuality.
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2. Implementation:

Organisation of Curriculum Time

Teaching of Sex and Relationships Education is taught through

- PSHE lessons. (See PSHE policy and Scheme of Work)
- The 'Here 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.
- Team teaching with the school nurse.
- Single gender work groups where appropriate.
- Distribution of Health leaflets aimed at primary school children.

Planning

- Teachers should use the school's scheme of work to plan lessons incorporating the teaching of SRE, using the planning format.
- R.E. and Science 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 and will be stored in the pupils individual PSHCE portfolio.

Resources

- Appropriate resources will be available to ensure that pupils have access to necessary information according to their needs.
- SRE Resources are stored in the staff room
- Books to support the teaching of SRE are accessible to staff and pupils.

3. Staff Responsibilities

Subject Co-ordinator:

- 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.
- Co-ordinating relevant visits and resources with the Senior Management team.
- Advising staff on latest developments in the subject.

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 scheme 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.

4. Monitoring and Reporting

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

5. 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.
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6. 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, 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: mixed ability, scaffolded pairs, ability grouping.
- Withdrawing of small groups or individuals by appropriate adult 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.

7. 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 about the importance of personal hygiene and safety.
- Body care is covered in specified topics (see Scheme of work)

Sensitive Issues: We acknowledge that parents are the first and best educators of their children and that the 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 Here I Am Scheme of works. Parents are invited to examine the program of study for Year 5 and 6 pupils. 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 negotiated between teachers will help to create a supportive climate for discussion. Pupils will be made aware of the church's teaching and the Law that relates to the issues being discussed.

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 according to the schools pastoral care policy. They will be able to inform pupils that they can obtain further advice from their parents, health professionals available to the school e.g. the nurse, or their G.P. or the local Young Persons Advice Centre. 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, 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.

8. Related Policies and Documents

Anti-Drugs Policy / PSHE Policy / National Curriculum / Race
Equality Policy / Child Protection Policy /Every Child Matters (DFES/1089/2004

Reviewed: September 2018
Next Review Date: July 2019