



Together We Can

SEX AND RELATIONSHIP (S.R.E) POLICY

Compliance statement

Every policy is reviewed at regular intervals and where applicable, as stipulated by law.

Each policy is also available in additional formats including Braille and in additional languages upon request, within reasonable timescales as stipulated by the school.

This policy is currently under review in line with National Government Relationship, Sex and Health Education (R.S.H.E) policy. The Federation of St Joseph's will ensure that Government statutory requirements are met in line with guidance from Catholic Education Service. Pupils will be taught Relationship, Sex and Health Education in accordance with the teaching of the Church.

Committee: Ethos Review date: October 2020 Next review: January 2021
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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 of 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 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.

General Principles / Introduction

The Governing Body of St Joseph's 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.

Mission Statement

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

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

Diocesan Policy for Education in Human Love

'Government regulations on sex education must be carried out in a way which is faithful to the church's teaching.'

'All SRE teaching provided by Catholic schools must be in accordance with the Catholic teaching and have education for chastity as a key objective.'

Aims and Rationale

"...children and young people should be helped to develop harmoniously their physical, moral and intellectual qualities... They should receive a positive and prudent education in matters relating to sex ... and young people have the right to be stimulated to make sound moral judgements, based on well-informed conscience and to put them into practice with a sense of personal commitment... And to know and to love God more perfectly."

Gravissimum Educationis (para 3)

Second Vatican

Council

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 responsibility for oneself and others.

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 in all its forms, and marriage.

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 help pupils recognise the physical, emotional and moral risks of casual and promiscuous behaviour.

To present fact 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.

To meet the schools' safeguarding obligations.

Methodology

We intend that the school's SRE policy and programme shall be delivered in the wider context of the school's Personal, Social and Health Education programme (SEAL) and Religious Education programme (The Way, The Truth & The Life) and also in accordance with the principles set down in other relevant school's policies such as, Equal Opportunities, Child Welfare and

Inclusion.

Aspects of SRE will be covered as part of the statutory element of the Science National Curriculum and through the Catholic Programmes 'God's Loving Plan' (YR to Y4) and 'All That I Am' (Y5 & Y6).

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.

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.

Safeguarding

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the Designated Safeguarding leads in line with school safeguarding procedures. A member of staff cannot promise confidentiality if concerns exist.

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.

British Values

British values come out of the Christian tradition of Great Britain and are a reflection of the Ten Commandments. Christian values are embedded throughout our school life. We have an obligation to ensure that our pupils learn about these Christian values and that they practise them through the opportunities and high standards that we offer at St Joseph's.

Any behaviour on the part of the children, staff, parents or visitors which suggests prejudice to others, a failure to respect people of different faiths or none, or an action which demeans or causes or condones physical hurt to others will be challenged. Our intention is that we should explore and help each other to understand the significance of our actions so that we make a valuable contribution to helping to eradicate hate and intolerance.

(See Policy on British Values)

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 and 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

God's Loving Plan (YR to Y4) & All That I Am (Y5 & Y6). See learning objectives for each key stage as set out in Appendix 1 & Appendix 2.

Monitoring and Evaluation

The Governors of the federation of St Joseph's Catholic Junior, Infant and Nursery schools have approved this policy.

The policy will be reviewed annually.

Appendix 1

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 parts of the body (set out exactly what should be learnt)
- Recognise themselves as male and female
- Learn how to improve personal hygiene
- Know that there 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 their 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.

Continue developing ways to talk about relationships and to seek advice from significant adults.

Recognise the importance of forgiveness in relationships

Develop ways to deal with the consequences of wrong choices

Investigate ways to achieve a healthy body and life style.

Appendix 2

Suggested cross-curricular links

<p><u>Literacy</u></p> <p>Instructional texts (How to plan a healthy meal) Book week, guided reading (The boy in the striped pyjamas) Philosophy (P4C) Diary writing (Dilemmas, relationships, emotions and changes) Discussion texts (Moral dilemmas) Role play (Agony aunt) Drama Debates</p>	<p><u>PSHE</u></p> <p>Circle time Feelings, emotions (Good to be me) Human dignity Social stories P4C Substance abuse 'British values' Roots of empathy Rights, respect and responsibilities Appropriate relationships Emotional changes Reconciliation Drama/Role play Wellbeing Assemblies Nurture groups Puberty</p>
<p><u>RE</u></p> <p>Multi-faith learning The sacraments (Marriage) Gospel values, virtues Respect for others Church family Power of prayer God's family</p> <p>Relationship with God Church's beliefs</p>	<p><u>Science</u></p> <p>Life processes Exercise Hygiene Human development Reproduction Diet Growth and change (Incubating eggs, butterflies, class pets) Life cycles Puberty Body parts (Using scientific language)</p>
<p><u>History</u></p> <p>Rights, responsibilities Cultural and social changes Key figures</p>	<p><u>Geography</u></p> <p>Climate change Responsibility for the planet World family</p>

Human and civil rights	Cultural variations
<u>Maths</u> Sorting Differences Data Measure	<u>Computing</u> E-safety Responsible use of the internet Forming safe relationships

<p><u>PE</u></p> <p>Healthy lifestyles Benefit of exercise Awareness of physical changes Mental health issues Benefit of team work</p>	<p><u>Art / Music</u></p> <p>Emotions, moods Relationships, friendships Compositions linked to music</p>										
<p><u>Playground</u></p> <p>Budd schemes Friendship groups Respect, tolerance Role of mentors Friendship benches</p>	<p><u>Assemblies</u></p> <table border="0"> <tr> <td>Building bridges</td> <td>We are 'Gifts from God'</td> </tr> <tr> <td>Uniqueness</td> <td>dignity of the human person</td> </tr> <tr> <td>Relationships</td> <td>Relationship with God</td> </tr> <tr> <td>The family</td> <td>Love one another</td> </tr> <tr> <td>School council</td> <td></td> </tr> </table>	Building bridges	We are 'Gifts from God'	Uniqueness	dignity of the human person	Relationships	Relationship with God	The family	Love one another	School council	
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