



*In the Light of Jesus
we Learn to Shine*

Sex and Relationships Education Policy

Introduction

As a Christian community we promote family life and try to make all our children feel valued and accepted. The experience of acceptance and respect that the children receive from the staff are important foundations for their self-image. Parents are primarily responsible for helping their children to grow spiritually and through their life of witness, forming their moral conscience. The school has a duty to help parents in this and to reinforce the teaching already received at home.

The 1988 Education Reform Act states that schools should provide a curriculum, which promotes 'the spiritual, moral, cultural, mental and physical development of pupils'. Education in Sexuality is an integral part of the growth and development of pupils and cannot be neglected if St. Joseph's is to fulfill its statutory obligations.

Philosophy

In keeping with our Mission Statement we believe that human sexuality is a gift from God and as such is concerned with the spiritual and moral, as well as the physical and social.

Education in Sexuality is about education in relationships. We believe that every child is entitled to experience a school where the quality of relationships is marked by honesty, warmth, trust and security, in keeping with our Mission Statement, and in the light of the Church's teaching.

We will endeavour to develop pupils' emotional well-being so that they are able to listen, share and demonstrate love, compassion and tenderness towards others.

Aims

We aim to help each child:

- to value themselves as a child of God and their body as God's gift to them
- to know that life is precious and understand that each person is a unique creation made in God's image
- to understand that they grow and change throughout life
- to understand what is meant by relationships within families, friends and communities and to recognise the importance of forgiveness in relationships
- to be aware of their changing emotions and the need to respect other peoples' emotions and feelings
- to begin to be aware of the physical and emotional changes that take place during puberty
- to be aware of their attitudes and values and have a sense of responsibility for themselves
- to form relationships based on mutual respect, dignity and responsibility
- to be aware of the choices they make and that there are right choices and wrong choices.

Objectives

Through Religious Education, Science, and PSHE&C we develop in all our pupils an understanding of:

- self respect and self worth, recognising that each of us is created in the image of God
- the meaning and value of life and an appreciation of the value of relationships within family life
- love as being central and the basis of meaningful relationships
- their own bodies and their emotional development as they grow, develop and change.

Teaching and Learning

Within the taught and broader curriculum, pupils will be given frequent and regular opportunities to explore feelings and to practise personal and interpersonal skills e.g. nurture group, social skills, circle time, mentoring and pastoral care.

Sex and Relationships Education has three main elements:

1. Values and attitudes

- learning the importance of values and individual conscience and moral considerations
- learning the value of family life, marriage and stable and loving relationships for the nurture of the children
- learning the value of respect, love and care
- exploring, considering and understanding moral dilemmas
- developing critical thinking as part of decision making

2. Knowledge and understanding

- learning and understanding physical development at appropriate stages
- understanding human sexuality, reproduction, health, well-being, emotions and relationships, in keeping with the teachings of the Catholic Church

3. Personal and social skills

- learning to manage emotions and relationships confidently and sensitively
- developing self respect and empathy for others
- learning to make choices based on an understanding of difference and with an absence of prejudice
- developing an appreciation of the consequences of choices made
- managing conflict
- learning how to recognise and avoid exploitation and abuse

Programme of Study / Content

Education in Sexuality cannot be confined to a ‘taught’ programme. Pupils learn above all from the personal relationships and the attitudes they experience in their whole life in school.

The curriculum as a whole supports the moral growth of the children. By its very nature education in sexuality is a cross-curricular subject and links with RE, Science, PSHE&C, Health Education, Literature and the Arts curriculum. Each year group uses the Christopher Winter Project SRE resources. Within the teachings of the Catholic Church, this resource will provide age appropriate knowledge about the changes that take place in their bodies, the processes of reproduction and the nature of sexuality and relationships. This resource encourages children to develop the skills of listening, empathy, talking about feelings and relationships with families and friends. It also addresses internet safety and communication in relationships.

Parents are invited annually to attend information sessions organised by the Family Workers to discuss the forthcoming SRE sessions on ‘puberty and hygiene’ in Years 5.

Year 1

SRE is linked to the science topic of 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). The Christopher Winter Project resources focus on ‘Growing and Caring for ourselves.’

Year 2

SRE is linked to the science topic of Animals including humans – (notice that animals including humans, have offspring which grow into adults. Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene). The Christopher Winter Project resources focus on ‘Differences.’

Year 3

SRE is linked to the science topic of Animals including humans – (nutrition, skeletons support, protection & movement, main body parts including special functions). The Christopher Winter Project resources focus on ‘Valuing Difference and Keeping Safe.’

Year 4

SRE is linked to the science topic of Animals including humans (functions of digestive system, teeth & oral hygiene, food chains). The Christopher Winter Project resources focus on ‘Growing Up.’

Year 5

SRE is linked to the science topics of All living things and their habitats (difference in life cycles of mammals, amphibians, insects and birds. Different types of reproduction, including sexual and asexual reproduction in plants and sexual reproduction in animals). Animals including humans (stages of growth and development of humans – gestation periods of animals compared to humans). The Christopher Winter Project resources focus on ‘Puberty, Relationships and Reproduction.’

Talk led by Family Worker entitled ‘Personal Hygiene’ – all pupils

Yr 5 girls information sessions entitled ‘Puberty and Growing up’ (prior to start of topic).

This session covers most aspects of bodily changes happening to girls; it includes discussion about menstruation and being aware of changes in ‘puberty’ and recognising signs of changes in their bodies. The sessions enable opportunities for questions and answers.

Yr 5 boys information sessions entitled ‘Puberty and Growing up’ (prior to start of topic).

This session covers most aspects of bodily changes happening to boys; it includes discussion about changes in ‘puberty’ and recognising signs of changes in their bodies. The sessions enable opportunities for questions and answers.

Year 6

Yr 6 pupils build on prior learning of SRE throughout the school; this is taught through the Science and RE curriculum. The Christopher Winter Project resources focus on ‘Real Love Rocks’ reinforces knowledge and understanding about the nature of sexuality and relationships. All pupils are encouraged to develop the skills of listening, empathy, talking about feelings and relationships with families and friends. It also addresses online safety and communication in relationships with families, friends and the wider community.

Long-term planning for Come and See (RE) – all year groups

Year R	Year 1	Year 2
Advent Myself (SRE) Welcome Birthday	Advent Families (SRE) Belonging Waiting	Advent Beginnings (SRE) Signs & Symbols Preparations
Lent Celebrating Gathering Growing (SRE)	Lent Special People Meals Change (SRE)	Lent Books Thanksgiving Opportunities (SRE)
Pentecost Good News Friends (SRE) Our World	Pentecost Holidays & Holydays Being Sorry (SRE) Neighbours	Pentecost Spread the word Rules (SRE) Treasures

Year 3	Year 4	Year 5	Year 6
Advent Homes (SRE) Promises Visitors	Advent People (SRE) Called Gift	Advent Ourselves (SRE) Life choices (SRE) Hope	Advent (Autumn) Loving (SRE) Vocation & Commitment (SRE) Expectations
Lent Journeys (SRE) Listening & sharing Giving all	Lent Community (SRE) Giving & receiving Self discipline (SRE)	Lent Mission (SRE) Memorial Sacrifice Sacrifice	Lent (Spring) Sources Unity Death & New Life (SRE)
Pentecost Energy Choices (SRE) Special Places	Pentecost New Life (SRE) Building Bridges God's People	Pentecost Transformation (SRE) Freedom & Responsibility Stewardship	Pentecost (Summer) Witnesses Healing (SRE) Common Good

Long-term planning for Science – all year groups

Early Years Ongoing Aspects of Learning		Year 1	Year 2
<p><i>* EYFS Science curriculum is taught through Understanding The World – ‘The World’ (ELG 14)</i></p> <p><i>* Additional aspects of SRE learning are taught through the Physical development and personal social and emotional development EYFS curriculum:</i></p> <p>Health & Self Care Self Confidence & Self Awareness Making Relationships Managing Feelings and Behaviours</p>	Advent (Autumn)	Animals including humans (SRE) Seasonal changes	Plants (SRE) Uses of everyday materials
	Lent (Spring)	Everyday materials Seasonal changes	Living things and their habitats (SRE)
	Pentecost (Summer)	Plants (SRE) Animals including humans (SRE) Seasonal changes	Animals including humans (SRE)

	Year 3	Year 4	Year 5	Year 6
Advent (Autumn)	Animals including Humans (SRE)	Electricity Sound	Properties and changes of materials Earth and Space	Light Electricity Evolution and Inheritance (SRE)
Lent (Spring)	Rocks Forces & Magnets	States of Matter Living things and their habitats	Forces	Evolution and Inheritance (SRE) Living things and their habitats
Pentecost (Summer)	Plants Light	Animals including Humans (SRE)	All living things and their habitats Animals including humans (SRE)	Animals including humans (SRE)

Parents

We recognise that parents are the key figures in helping their children cope with the emotional and physical aspects of growing up and in preparing them for the challenges and responsibilities that this brings.

Parents are informed of the sex education programme during the course of each academic year and have the right to withdraw their children from all or any parts of the school's sex education programme, other than those elements which are required by the National Curriculum Science order. Parents must inform the class teacher in writing if they wish to withdraw their child.

Through termly curriculum letters parents will be informed when elements of the programme of study are being taught and will be invited into school for information sessions with the Family Workers so they know what is being covered and can ask any relevant questions, Any materials used are shared with parents so they can make informed decisions about their child's involvement and are in a better position to support their learning.

Outside Agencies

Any health professionals who are helping to deliver sex and relationship education in our school are sensitive to our aims and will work within the school's policy. They follow their own professional code of conduct and will answer the children's questions with honesty and sensitivity.

The titles of any booklets or information shown or given to pupils may vary but we will ensure that they deal with this subject with sensitivity. Any video, publication or other resources will be closely monitored by school staff and will not be used if deemed inappropriate and alternatives will be sought.

Confidentiality and Advice

Further information is provided in the Safeguarding Children Policy.

This will include:

- making sure that pupils and parents or carers are aware of the schools confidentiality policy and how it works in practice
- reassuring pupils that their best interests will be maintained
- encouraging pupils to talk to their parents or carers and giving them support to do so
- ensuring that pupils know that teachers cannot offer unconditional confidentiality
- reassuring pupils that, if confidentiality has to be broken, they will be informed first and then supported as appropriate
- following the schools Safeguarding Procedures
- making sure that pupils are informed of sources of confidential help, for example, the school nurse, counsellor, GP or local young people's advice service.

Relationships

Within the context of talking about relationships, children should be taught about the nature of marriage and its importance for family life, bringing up children within the teachings of the Catholic Church. The Government recognises that strong and mutually supportive relationships are key building blocks of community and society. This will be dealt with sensitively so as not to stigmatise children on the basis of their home circumstances.

Special Educational Needs and disability

Work will be planned in different ways in order to meet the individual needs of young people with special educational needs and disability. Pupils will receive support to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not acceptable.

Grievance and Complaints Procedure

Details of the school's Grievance and Complaints Procedure is available from the school office and on the school website: www.stjosephsprimaryluton.co.uk

References

Catholic Education Service: Education in Sexuality

DFE: Circular 0116/ 2000: Sex Education in Schools

Ofsted Report HMI 433: Sex and Relationships

Parliamentary Guidance Sex and Relationships in Schools October 2014

Please refer to the following policies:

RE

Safeguarding Children in Schools

Science

Equality Statement

Anti-bullying

Behaviour & Discipline

Appendix 1

SEX AND RELATIONSHIPS EDUCATION POLICY AND PROGRAMME CHECKLIST

Name of school:

Date:

Name of Co-ordinator:

Date policy was written:Review date:

The Policy:

1. There is a named member of staff with overall responsibility for SRE
 Good practice - a governor also has designated responsibility for SRE
2. Is in line with DfES guidance 0116/2000 (Sex and Relationship Education Guidance) as opposed to circular 5/94
3. Shows aims and values
4. Defines what sex and relationship education is
5. Describes content – including discussion of morals and values, knowledge and skills
 - * Indicates when it is taught
 - * Indicates how pupil progress is assessed
 - * Describes how it is organised
 - * Indicates who will teach it
 - * Indicates resources available
6. Describes teaching approaches
7. Discusses confidentiality in line with Area Child Protection/Safeguarding Committee Guidelines
8. Consult with parents regarding policy and school practice
9. Discusses the right of parents to withdraw their children from SRE that is not part of National Curriculum Science
10. SRE Good practice – appropriate staff are able to talk to individual pupils as necessary

11. School is aware of available support services

The SRE programme:

1. Is a planned part of the school's RE, PSHE and Science Curriculum

2. Covers Key Stage 2, building on work from foundation & Key Stage 1 and preparing for SRE at Key Stage 3

3. Is differentiated to meet pupils, age, ability, gender and maturity

4. Pupils learn about the emotional and physical changes of puberty before onset

5. Sex and Relationships Education is taught throughout the school

6. Good practice – outside agencies are used to support the school's delivery rather than being the only input