

# St Michael's RC Primary School and Nursery



## Relationship and Sex Education Policy

### School Mission Statement



**St Michael's RC Primary School is a Catholic family of faith, following the teaching of Christ. We strive to create an environment where all members of our school community become caring, independent and resilient individuals who fulfil their potential.**

**"I came so that you may have life, life in all its fullness" John 10:10**

*“At St Michael’s RC Primary and Nursery School we are a loving Christian family who live and learn happily together and grow in the Catholic faith.”*

## **Introduction**

At St Michael’s RC Primary and Nursery School we recognise each of our pupils as unique persons, created in the image of God and intended to have life to the full. The Sex Education elements are taught within a framework of Christian values and the Church’s teachings on marriage. The emphasis is on the understanding that love is central to, and the basis of meaningful relationships. This allows children 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 the parents the responsibility to provide positive and prudent sex and relationship education.

## **What is SRE?**

SRE is lifelong learning about physical, moral and emotional development. It is the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care.

## **Aims**

- To develop in pupil’s knowledge of the Catholic faith and a respect for the spirituality and moral values intrinsic to it.
- To prepare pupils for adult life and equip them for productive roles at work, in the community, at home and at leisure by providing them with the necessary knowledge, concepts, skills and attitudes.
- To promote growth in self-respect and self-worth recognising that each of us is created in the image of God
- To enable pupils to have an understanding that love 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 helps them to grow and develop positive relationships.

## **Delivery of SRE**

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 ethos and the Church’s teaching. Parents are asked to support the teaching at home.

## **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:

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

## **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 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 recognise 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.

## **Teaching & Learning Approaches**

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

- Whole class discussion
- Circle time
- Small group work
- Meditation
- IWB
- One-to-one
- Teaching in single sex groups as appropriate
- Outside agencies when required

## **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. Sensitive arrangements are organised to prepare the girls for menstruation. Sanitary facilities are available in the Y5/6 girls' toilets. Staff are prepared to deal with requests for sanitary towels in a helpful manner and without embarrassment.

## **Inclusion**

We have a commitment to ensuring that all pupils will have equal access to the SRE curriculum, following guidelines in the SEN, Equal Opportunities and Inclusion policies. 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 orders. In such cases, parents must notify the school and alternative arrangements will be made.

## **Confidentiality and Safeguarding**

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 they work within child protection guidelines (see Safeguarding policy) and therefore must state to their pupils that they may not be able to guarantee confidentiality. Any safeguarding issues will be passed to the DCPO's (designated officers for child protection.)

## **Monitoring & Review**

Senior leaders monitor teaching and learning according to the school policy. Implementation will be monitored by the Head teacher, RE and relevant subject leaders and reported on to the Governing Body who are ultimately responsible for the provision of SRE.

## **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 of the policy available to them. We 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 guardianship and 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 for all staff teaching SRE.

### ***Pupils***

Pupils should be willing to listen to the teaching of the Church and become aware of a variety of other views regarding moral issues related to SRE. They will be expected to have a concern for, and accept responsibility for, his/her knowledge and understanding of his/her sexual development.

### ***The Wider Community***

The school will make appropriate use of external agencies and their personnel. All staff from external agencies will be asked to adhere to the Catholic ethos of the school.

### ***Parents***

Recognising that parents are the primary educators of their children, the school will seek to support them in this task. We will ensure that parents are kept informed of what is happening in SRE, and of our expectations of their children.

### **Guidelines**

The school will follow the guidance offered in Chapter 7 of the DFEE Document (p.30) for dealing with sensitive questions and for offering appropriate confidentiality (with the exception of point 7.11 bullet point 3). We will ensure that all involved in the delivery of SRE are familiar with their legal and professional responsibilities.

**This policy was formally adopted by the governing body during the Autumn Term 2014.**

Chair of Governors \_\_\_\_\_

Headteacher \_\_\_\_\_

Dated \_\_\_\_\_

**Date due for review - Autumn Term 2015**