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ST. JOSEPH'S RC PRIMARY SCHOOL

SEX & RELATIONSHIP EDUCATION POLICY

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Our Mission Statement

**We love, live, learn and celebrate together, building God's kingdom
through Jesus our Lord**

RATIONALE FOR SEX AND RELATIONSHIP EDUCATION

At the heart of Catholic education is the development, growth and journey of the whole person towards becoming 'fully human, fully alive', as a unique creation made in God's image.

The personal, moral and social development of all our pupils, needs to ensure that they have the ability to accept their own and others' sexuality in positive ways and to enjoy relationships based on both self and mutual respect, dignity and responsibility, free from any abuse. Understanding and appreciating our sexuality is important for our human development.

In our Catholic schools today, more than ever the young people in our care need help, guidance and sex and relationship education. One of the challenges facing the Church in contemporary society is teaching young people how to love.

'Man cannot live without love. He remains a being that is incomprehensible for himself, his life is senseless if love is not revealed to him, if he does not encounter love, if he does not experience and make it his own, if he does not participate intimately in it.'

Pope John Paul II

Familiaris Consortio

Introduction:

We believe that sex and relationship education is an on-going process, which should start in the home and continue at school.

The school's programme of sex and relationship education will be embedded within the school's PHSE, RE and Science curriculums and will help children respect themselves and others. The programme is tailored to the age and the physical and emotional maturity of the children and is delivered by school staff and invited professionals, where appropriate.

Underlying Principles in Catholic schools

Our approach to SRE will be a positive one.

- Sexuality is understood by the church as part of our 'giftedness'. Sexuality is essential to our personal identity. It is God's **gift** to us. As we grow in our capacity to love, we are open and make present the divine at the heart of the human.
- Education in sexuality should be **developmental**, sex education should enable sexuality to be integrated with personal growth from infancy through adolescence and beyond.
- Sex education is **integral** to our spiritual, intellectual, moral, social and cultural development.
- We believe SRE is an on-going process, which should begin in the home and continue at school. It involves **dialogue** and **co-operation** with parents and teaches of each key stage, i.e. foundation to Key Stage 2.
- It is centred on Christ's vision of being human as **good news** and should be **positive**, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.
- All education in sexuality should **be in accordance with the Church's moral teaching** and should emphasise the central importance of marriage and the family.
- What we say with our bodies should reflect what we mean in our hearts and minds.

What is Sex and Relationship education?**School aims to provide:**

“Education in sex and relationship is not just about biology and how the reproductive system works. It is about relationship, feelings and behaviour.”

“Education in sex and relationship recognises that human sexuality is a gift from God. It is concerned with the spiritual and moral as well as the physical and social.”

Sex and Relationship Education Programme Objectives

- to engender growth in self respect and self worth, recognising that each of us is created in the image of God;
- to enable pupils to have some understanding that love is central and the basis of meaningful relationship;
- 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 to grow and develop positively;
- 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 enable pupils to recognise the importance of the choices they make and that they are responsible for the decisions they take;

The whole school approach will have understanding of and to give sensitive consideration to the beliefs, values and cultures of others;

By the end of Key Stage 1

Governors and staff are fully committed to the safeguarding of the welfare of all St Joseph's pupils

Pupils should be able:

- to understand the importance of valuing themselves and others;
- to recognise their membership of the family and recognise the roles of individuals in families;
- to understand growth and name themselves as male or female;
- to be able to name the main external parts of the body;
- to recognise babies have special needs;

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- to appreciate relationships, friends, family, working together, sharing, playing together;
- to name rituals that mark life and death (appropriate to age), birth and marriage,
- to recognise the range of emotions and how we deal with them;
- to know about being safe;
- to have an awareness of personal health and safety, personal hygiene;
- to know that humans can produce babies, who grow into children and then become adults.

By the end of Key Stage 2

Governors and staff are fully committed to the safeguarding of the welfare of all St Joseph's pupils

Pupils should be able:

- to value themselves as a child of God, and their body as God's gift to them;
- to understand that they grow and change throughout life;
- to understand what is meant by relationships within families, friends and communities;
- to develop an appreciation of what is involved in bringing up children and what responsibilities parents have;
- to become aware of the different patterns of friendship;
- to know the rituals celebrated in Church, marking birth, marriage and death;
- to be aware of their changing emotions and the need to respect other people's emotions and feelings;
- to begin to know about and understand the changes that come about through puberty;
- to know and understand their own bodies and their need for personal hygiene;
- to know the proper names for the parts of the body;
- to know the basic biology of human reproduction;

- to appreciate that life is precious and a gift from God;
- to become aware of the choices they make and that there are good choices and wrong choices;
- to recognise the importance of forgiveness in relationships.
- To be taught that pressure to behave in an unacceptable way can come from a variety of sources including people they know; to be taught how to ask for help and use basic techniques for resisting pressure to do wrong.

Roles and Responsibilities

a) Governors

In accordance with the Education Act of 1993 the governing body will

keep up to date the school's policy for Sex and Relationship Education (SRE), in consultation with parents and will make copies of the policy available to them. The governors should seek to accommodate and be sensitive to the religious and cultural beliefs of both teachers and parents while fulfilling their responsibility to ensure the availability of adequate RSE for all children. We will make known to parents their right to withdraw their children from all or part of Sex and Relationship Education provided at school except for those parts included in the statutory National Curriculum.

b) 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 Sex and Relationship Education in accordance with the Catholic ethos of the school. Appropriate training can be made available for all staff teaching Sex and Relationship Education.

Governors and staff are fully committed to the safeguarding of the welfare of all St Joseph's pupils

c) 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 informed when specific input is happening in Sex and Relationship Education, such as Y5/6 input by the school nurse or class teacher, and of our expectations of their children.

In accordance with DfES guidance 2000

Child Protection

All adults have a responsibility to ensure the safety and welfare of pupils. Staff must be aware that effective Relationship and Sex Education, which brings an understanding of what is and is not acceptable in a relationship, can lead to disclosure of a child protection issue.

It is only in the most exceptional circumstances that we should be in the position of having to handle information without parental knowledge.

If a child makes a disclosure then all adults will adhere to the Child Protection Policy and follow safeguarding procedures.

While staff will want to be supportive, it is made clear to all staff that they work within child protection guidelines (Ref: St Joseph's Child Protection and Safeguarding Policy.) and therefore must state to their pupils that they may not be able to guarantee confidentiality when the well-being and safety of a child may be at risk.

d) 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

knowledge and understanding of their sexual development, as appropriate to their age or development stage.

e) 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.

Inclusion

We have a commitment to ensuring that all pupils will have equal access to the SRE curriculum, following guidelines in the SEND; Equal Opportunities and Inclusion policies. We intend our policy to be sensitive to the needs of all pupils and will take specialist advice, where necessary.

Parents have the right to withdraw their children from all or part of the SRE in school, except for those parts included in the National Curriculum Programmes of study. Parents with concerns are invited, in the first instance, to arrange an appointment to discuss these issues with the school. If, following this, parents still wish to withdraw their child they must notify the Governors, in writing. Alternative arrangements will then be made.

Resources

Lucinda and Godfrey materials.

RSE - All that I Am

Further guidance on Sex and Relationships Education

Catholic Teaching

Catechism of the Catholic Church, Geoffrey Chapman, London 1994 Cf. especially Part Three – Life in Christ.

Commentary on the Catechism of the Catholic Church, M. Walsh (ed.), Geoffrey Chapman, London (1994). Cf. Especially the chapter by G. Hughes, N. Haring and J.A. Selling on Part Three of the Catechism.

Education in Sexuality, Catholic Education Service, London (1994) A very useful introduction to this aspect of EPR for all Key Stages in schools.

Education for Love, Catholic Education Service, London (1994) A helpful background to basic issues.

Education in Personal Relationships, M. McMenamin, Matthew James Publishing Lts., Chelmsford, (1997). A helpful handbook for school co-ordinators.

The Truth and Meaning of Human Sexuality, Pontifical Council for the Family, Family Publications, Oxford (1995). An outline of official teaching on sexuality from the Vatican Department concerned with these matters.

Veritatis Splendor, Pope John Paul II, CTS, London, (1993) The Pope's encyclical on approaches to Moral Theology.

Exploring Life Choices, EPR in Catholic Schools, Adrian Dempsey, Chris Fallon, Sean Hall, Paul Uden, Matthew James Publishing Ltd., Chelmsford, (2000).