

St Thomas More Catholic Primary School

Sex and Relationship Education policy

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

At Saint Thomas More Catholic Primary School we recognise each of our pupils as unique persons, created in the image of God. The Sex Education elements are taught within a framework of Catholic 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.

Aims

- To develop pupil's knowledge of the Catholic faith and a respect for the spirituality and moral values intrinsic to it.
- . To prepare pupils for 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.

Teaching and learning style

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. At Saint Thomas More Catholic Primary, we use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities.

Foundation Stage

We teach SRE in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the SRE aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in SRE matches the aim of developing a child's personal, emotional and social development as set out in the ELGs.

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. To support our teaching, staff also have access to the resource, 'A Journey in Love'.

KS1, continues the work from Foundation Stage. It helps to build skills of:

- Relationships
- Health and Wellbeing
- Living in the Wider World

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.

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- observe and describe how seeds and bulbs grow into mature plants
- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- describe the life process of reproduction in some plants and animals.

Teaching Sensitive Issues Puberty:

We aim to provide accurate factual information about the physical and emotional changes that take place at puberty in Y5. 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 to both genders. 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.

Teaching SRE to children with special needs

We teach RSE to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching RSE we take into account the targets set for the children in their pupil provision forms (PPF).

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 Designated Safeguarding Lead (Mrs Le Breton) and the Deputy Designated Lead (Mrs Deamer).

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 the DfE Document Sex and Relationship Education Guidance. We will ensure that all involved in the delivery of SRE are familiar with their legal and professional responsibilities.

Monitoring and review

The PSHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader supports colleagues in the teaching of SRE, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The subject leader is also responsible for giving the head teacher an annual summary report, evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

Review Date: June 2018

Next Review Date: June 2019