



St John's Catholic Primary School *BATH*

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Relationships and Sex Education Policy 2018/21

*I am unique,
In the eyes of God.
All seeing, all knowing, all loving,
He embraces our family,
Parish, parent, child,
All one with you.
I am of the world,
With the seeds of excellence within me,
Encouraged to grow and flourish,
To a spiritual fulfilment.
I am unique,
And with you beside me,
All is possible*

1 Introduction

In our school we believe in education about the development, growth and journey of the whole person. We recognise each child as a unique creation made in God's image. Education is at the heart of our Catholic school. Within this context we recognise that the personal, moral and social development of all pupils including sex education is of paramount importance. More than ever do the children in our care need help and guidance to understand their own and others' sexuality in positive ways and to enjoy relationships based on mutual respect, dignity and responsibility free from any abuse.

2 Aims and objectives

Our policy is to integrate Relationship and Sex Education into the curriculum in such a way as to meet the particular needs of children as they grow and develop. It will seek to answer questions honestly, when they occur, and in a manner appropriate to the child's age. From the child's early years, the sex education programme aims to:

- Provide information that is relevant and appropriate to the age and developmental stage of the pupils.
- Foster self-esteem, positive self-image and confidence.
- Foster respect for others, and a growing appreciation of the dignity of Christian marriage and family life.

The school works in partnership with parents, governors and the Community Health Service. Topics are based on the Diocesan sex education programme. It is taught through planned aspects of the National Curriculum Science, R.E. programme and Diocesan programme. Children in upper Key Stage 2 are given appropriate facts and information about sexual development.

3. Legal Position

Guidance from the DFE requires all secondary schools to provide relationship and sex education and recommends that all primary schools have a RSE programme. In both cases it should be rooted in the schools PSHE framework.

We acknowledge that parents have the right to withdraw their children directly from sex education but hope the school and parent would discuss the reasons and impact of doing such ahead of time.

4. Rationale

Recognising pupils as unique individuals, created in the image of God, loved by God and intended to have life to the full means you have a duty to teach them the appropriate way to achieve this in the society they live in today. As a Catholic school you also have a duty to deliver this in accordance with the teachings of the church. There is acknowledgement that the school shares with parents the responsibility to provide positive and prudent relationship and sex education and aims to enable pupils to keep themselves safe and be protected from exploitation.

5. Statement of Objectives

To enable pupils:

- To grow in self-respect and self-worth, recognising that each of us is created in the image of God;
- To explore the meaning and value of life, and give some appreciation of the values of a family life;
- To have some understanding that love is central and the basis of meaningful relationships;
- To become aware of their own emotions and how to manage them;

- To develop clear understanding of their bodies, including the changes which have taken place since birth and those which will take place in the years ahead;
- To increase their confidence in forming, maintaining and ending relationships;
- To protect themselves from abuse;
- To develop notions of self-esteem and self-worth;
- To assess, understand and resist peer and social pressures;
- To develop in themselves a caring and considerate attitude to each other and to society;
- To understand the reproductive process in humans and animals, using correct vocabulary for body parts alongside their own terminology;
- To provide a forum where they can share their concerns and offer a climate of support where they know they will be listened to sensitively.

5.2 Elements of our Programme

Education in sexuality needs to take account of the complexity of human sexuality itself. The curriculum will bring together all the elements that need to be addressed to help pupils become aware of themselves and what is involved in relationships.

Underlying principles

- 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.

5.3 Principles to be used:

Education in sexuality will usually be taught by the class teacher. It will be taught as part of an integrated cross curricular PSHE programme. It will mainly be taught through science and R.E., on occasion as part of a topic or as a discrete lesson.

- The planned programme will meet the needs of pupils.
- Pupils are involved in the planning of the programme.
- Pupils know visitors to the classroom for RSE.
- Staff are clear about the full programme and discuss this with the pupils.
- Staff are clear about the purpose of the session. This is displayed and discussed with the pupils.
- Ground rules are established for working better together. These are referred to at the beginning of each lesson and pupils are reminded about them.
- Language for the classroom is established.
- Circle time carefully organised is a good way to deliver SRE.
- When appropriate, distancing techniques will be used. Photographs, articles from magazines, pieces of literature.
- The lesson will be closed down giving pupils time for reflection on their learning.

5.4 Key Stage I - Levels of Learning and Understanding

By the end of Key Stage One pupils should be able:

- To recognise and understand the importance of valuing themselves and others and that they are children of God.
- To recognise and appreciate the term 'family' and the differing formats it can take.
- To recognise their membership of a family and the roles of individuals in the differing structure of families.
- To understand human growth and development and know themselves as male and female.

- To be able to name the main external parts of the body.
- To recognise and understand the term relationship and the range of relationships i.e. friends, family, husband /wife/ brother/sister.
- To recognise and understand the positive characteristics of a positive relationship i.e. sharing, working together, trust.
- To know about rituals that mark life and death: eg birth, marriage, death;
- To recognise that life is a gift from God and is precious.
- To recognise and begin to understand the range of emotions and how to deal with them in a positive and effective manner.
- To recognise and understand how to keep oneself safe.
- To recognise the need for personal health and safety and personal hygiene.
- To recognise and understand the dangers associated with use of the internet and other technologies.

5.5 Key Stage 2 - Levels of Learning and Understanding

By the end of Key Stage Two pupils should be able:

- To value themselves as children of God, and their bodies as God's gift to them;
- To identify and explain how they grow and change throughout life;
- To understand and explain what is meant by the term relationship and the differing kinds of relationships i.e. within families, with friends and communities;
- To develop an appreciation and understanding of what is involved in bringing up children and what responsibilities parents have;
- To explain the rituals celebrated in Church, marking birth, marriage and death;
- To be able to identify and explain their changing emotions and the need to respect other people's emotions and feelings;
- To begin to know and understand the changes that come about through puberty;
- To know and understand their own bodies and their need for personal hygiene;
- To explain the names for the main parts of the body;
- To know the basic biology of human reproduction;
- To appreciate and explain that life is precious and a gift from God;
- To understand and explain the importance of forgiveness in relationships;
- To understand the responsibility they have for the choices and decisions they make.

6 Organisation

- 6.1** We teach sex education through our new programme 'A Journey in Love', as recommended by the Diocese. We also teach some sex education through other subject areas (for example, PSHE, Science, RE and PE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body and how it is changing and developing.
- 6.2** In PSHE we teach children about relationships and we encourage children to discuss issues. We teach about the parts of the body and how these work and we explain to them what will happen to their bodies during puberty.
- 6.3** In science lessons in both key stages, teachers inform children about puberty and how a baby is born. For this aspect of the school's teaching, we follow the guidance material in the national scheme of work for science. In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for

each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

- 6.4** In Year 6 teachers answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children
- 6.5** We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. We privately employ a nurse to give us valuable support with our sex education programme.

7. Roles and Responsibilities

7.1 Governors

In accordance with the Education Act of 1993 the governing body will keep up to date the school's policy for RSE, in consultation with parents and will make copies of the policy available to them. They will make known to parents their right to withdraw their children from all or part of RSE provided at school except for those parts included in the statutory National Curriculum.

7.2 The role of the headteacher

It is the responsibility of the headteacher to ensure that both staff and parents are informed about our sex education policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity. The headteacher liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

7.3 Teachers

All teachers have a duty 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 RSE in accordance with the Catholic ethos of the school. Appropriate training will be made available for all staff teaching RSE.

7.4 The role of Parents

The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school's sex education policy and practice
- answer any questions that parents may have about the sex education of their child
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school
- We acknowledge that parents and carers have the right to withdraw their child from all or part of SRE outside the National Curriculum Science requirements. The request should be made to the Headteacher.

8 Confidentiality

- 8.1** Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these

circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the designated Child Protection teacher who will then deal with the matter in consultation with health care professionals. (See also Child Protection Policy.)

9. Monitoring and review

9.1 The Curriculum Committee of the governing body monitors our Relationship and Sex Education Policy every three years. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the RSE programme.

10. Resources Used

The resources the school will use in delivering the programme include:

- Religious Education Curriculum directory 2012
- Guidance for Education in RSE in schools (Clifton Diocese)
- Education for sexuality CES 1994
- Sex and Relationships Education Guidance DFE 2000
- Science national curriculum
- PSHE guidance

11. Links with other Policies

Our RSE policy has clear links with other school policies aimed at promoting pupils' spiritual, moral social and cultural development including:

- Safeguarding and Child Protection Policy
- RE Policy
- SEN Policy
- Behaviour Policy
- Single Equalities Policy
- Anti-bullying Policy
- E-safety Policy

Signed: _____

Chair of Governors: _____

Reviewed: 23rd January 2018

Due Review: 23rd January 2021

