



St Mary's RC Primary School

Sex and Relationships Education Policy

Mission Statement

All are welcome here to walk with Jesus as we love, learn and flourish.

"God created man in the image of himself, in the image of God he created him, male and female he created them."

Genesis Chapter 1, Verse 27 and Mark Chapter 10, Verse 6.

Aims and Purposes

- To encourage children to develop an awareness of and respect for themselves and others;
- To promote positive attitudes towards love and sexuality;
- To value family life;
- To develop a positive self-image

Description of our school

St Mary's Catholic School is a Voluntary Aided, Catholic Primary school for children from 4 to 11 years. The Headteacher, class teachers, school staff and governors all work together to create a secure loving and caring community. Children are encouraged to discuss problems with staff and we encourage parents to keep fully informed of any relevant and up to date information about their child.

In keeping with our Mission Statement, the school shares the responsibility for providing a well - balanced education fulfilling the needs of each unique individual. We need to therefore support the personal, moral and social development of all pupils, ensuring that they have the ability to accept

their own and others sexuality, in positive ways and to enjoy relationships which are based on mutual respect, dignity and responsibility, free from any abuse.

We believe that children should receive a positive education in matters relating to sex, taking into account that parents can be co-educators in this.

As a Catholic school we must consider the guidance of the Diocese and the Bishops' Conference of England and Wales as well as current legislation on Sex Education. With this in mind we do not deal with sex education in isolation but view it in the wider context of Personal Relations, and Education for Personal Relationships. We proclaim a person-centered approach to education, therefore it seems important that all aspects of personal development are treated this way.

The Bishops' Conference Low Week 1987 recognised this but adds, "a major commitment on the part of the Christian Community is needed to collaborate with families".

Objectives and Policy Aims

1. Education in sexuality should be developmental; it should enable sexuality to be integrated into the personal growth from infancy through adolescence and beyond. This will enhance the complete formation of the whole person. The young person must realise that sexuality is one of God's gifts to us and it must be conveyed to them within the wider context of human relationships, not simply as the biological process of human reproduction.
2. The whole curriculum in our school conveys important values and this enables the gradual moral development of all our pupils. We cannot teach sexuality aside from moral principles or the context of a loving human relationship. We must take into account that as children their interpretations of loving relationships are continually undergoing formation from the experiences they encounter. More than ever do our young people need our help and understanding as they struggle to live their lives as members of our Christian community and society.
3. Education in sexuality is part of education in relationships. Each individual child is entitled to experience within our school a climate where quality of relationships; staff/pupil, staff/parent, should be marked by respect, honesty, warmth, trust and tolerance.
4. Education in sexuality will be incorporated into the teaching of science, religious education and personal social and health education issues and citizenship (PSHE).
5. To foster good relationships within our community, with each other and the young people in our care will help the children to develop personal sensitivities and abilities, which will enable them to cope with the variety of relationships they experience in the future. A whole school approach is necessary. Attitudes and values are developed through a child's experience of school life.
6. We aim at developing good relationships between pupils and staff.

7. Proper regard should be given to the process of moral development for young people. They should develop an appreciation of, and learn to value, the doctrine taught, not to simply acquire knowledge imparted by the teacher.

8. We aim to be aware of and sensitive to the world in which the children are growing up and help them to make informed decisions.

We believe the class teacher is best placed to implement sex education, making judgments on appropriateness and suitability of work and is committed to working towards equality of opportunity to all aspects of school life.

We therefore aim to:

1. stress the fact that the gift of self is Gods greatest gift
2. explore the meaning and value of life and give some appreciation of the values of family life.
3. assist the work of parents
4. provide an accurate knowledge of health issues
5. provide the opportunity for our children to explore their own attitude towards health and relationships bearing in mind the effects on other people and agencies on these attitudes. We aim to correct miss information.
6. help our children to realise that their actions have likely outcomes, both short and long term.
7. provide the children with a properly formed conscience to enable them to make judgments and take right actions in many and varied situations.
8. stress that sex is the language of committed love

Objectives

1. To have an awareness of the stage of development and personal circumstances of each child so that concerns can be identified.
2. To encourage the acquisition of self-respect and self- worth recognizing that each of us is a unique individual, created by God.
3. Encourage the children to value life and to appreciate the importance and uniqueness of family life.
4. To appreciate that love has to be the basis of a meaningful relationship and that there are many qualities that are needed to help relationships grow.

5. To encourage children to share their worries and concerns so that they can be offered the appropriate support they need.
6. To ensure that they are given the correct and appropriate information.
7. To consider the issues concerned with different beliefs, values and cultures. To acquire the basic skills that when developed further will ultimately lead to them taking responsibility of their bodies for themselves.
8. To enable pupils to have some understanding of their bodies' physical and emotional development. They need to begin to look at the issues of fertility, the cycle of the female and the constant fertility of the male and human reproduction and the emotional changes involved.

Content for the School Education Programme

At St. Mary's we use '**A Journey in Love**' as our SRE scheme.

We will ensure that all children

- Develop confidence in talking, listening and thinking about feelings and relationships
- Are able to name parts of the body and describe how their bodies work
- Can protect themselves and ask for help and support
- Are prepared for puberty.

Methodology

All Sex Education is presented within a Christian context and wherever appropriate is linked with the Religious Education Programme '**A Journey in Love**'. A variety of teaching and learning styles are employed including group work, discussion, video and research. At times it is recognised that there may be need to work in single gender groups where some issues may be discussed more openly. Ultimately the choice of the approach will rest with the class teacher and their knowledge of the pupils. The SRE scheme '**A Journey in Love**' will be used throughout the school to assist Sex and relationship Education.

Strategies for teaching

- **Establishing 'ground rules' with the pupils, eg:** -no one (teacher or pupil) will have to answer a personal question; -no one will be forced to take part in a discussion; -only correct names for body parts will be used, and explained factually
- **Using 'distancing' techniques to depersonalise discussion, eg** -role-play, case studies, videos

- **Knowing how to deal with unexpected questions or comments, eg.** by establishing clear parameters about what is appropriate for a whole-class setting; and by being prepared to discuss the matter later on an individual basis or to refer the pupil to an appropriate person
- **Using group discussion and project learning eg:** 'circle time', case studies and other structured activities providing factual information in written form for pupils to keep for future reference
- **Encouraging reflection eg:** by asking what pupils have learned from the discussion and/or from the experience of others, the extent to which this has helped them, and what else they think they need to think about or learn.

Working with Parents

The school is very committed to working with parents. As directed by the Education Act 1993 pupils can be withdrawn from parts of Sex Education that are not part of the National Curriculum. Parents who feel this is necessary for their child would be welcomed into school to discuss this with the Headteacher and individual concerns may be considered. Materials used will always be made available for parents on request.

Parents' Right of Withdrawal

Parents have the right to withdraw their children from lessons involving Sex Education. However, because of the aims and objectives of our school in which Sex Education is seen as such an integral part of your child's education, we hope that this situation will not arise. Parents are given the opportunity to view all materials and videos used prior to the lesson. The school nurse will offer guidance and support to the pupils.

Confidentiality

Members of staff will maintain the child's confidentiality, as this obviously is an important part of relationships. If, however, the teacher feels that the child is at risk or in danger then discussion with the Headteacher must take place. The child will be told of the need for the breach of confidentiality and supported by the member of staff. We will follow our Child Protection Policy.

Procedures for monitoring and evaluation

The policy will be reviewed annually using a consultative process, which identifies teachers', pupils and parents feedback on the Sex Education Programme.

Policy date:

September 2020



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