

SS PETER AND PAUL CATHOLIC PRIMARY SCHOOL

Sex & Relationship Education Policy



Date of publication: 15 June 2015

Adopted at Governors: 15 June 2015

Date for Review: June 2017

Mission Statement

With Jesus as our guide, we learn, pray and live together, in a safe and happy way.

God in His Love has created each one of us as unique. Christ is therefore at the very heart of our school. Each member of our school community, adults and children are on a journey. It is our role to teach the Gospel values of trust, honesty, forgiveness, loving and caring for one another as an essential part of our everyday life. All of our curriculum must reflect these values and in our search for excellence each individual must be encouraged to use God's gift fully to realise his/her potential.

Rationale for SRE

Pupils' personal, social, spiritual, health and emotional development are promoted in our school by a supportive school ethos, where all are valued and encouraged, where positive relationships are seen as important and there is a safe and secure learning atmosphere. In our school, sex and relationships education is offered as part of an integrated programme of family life education based on guidelines from the Archdiocese of Birmingham. This programme enables pupils to develop an understanding that sexuality and human development are related to their faith. It promotes a gradual understanding and healthy appreciation of self-growth, relationships, love, marriage and family life.

Aims and Objectives:

Within a Catholic context, the purpose for teaching SRE at St Peter and St Paul is:

- To engender growth in self-respect and self-worth recognising that we are God's creation; created in His image and likeness.
- To appreciate and understand the role of God our Father as a creator of the world and the founder of production and purposeful relationships.
- To enable pupils to have an understanding that love, trust and faith 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, develop and sustain positive and effective relationships.

Inclusion:

We have a commitment to ensuring that all pupils have equal access to the SRE curriculum, following the guidelines in the SEN, Equal Opportunities and Inclusion policies.

We will aim to provide our pupils with a firm foundation which will enable them to fulfil their potential regardless of gender or stereotypes. We will seek to eliminate unlawful discrimination against pupils and staff by adhering to our duties as an employer under legislation. At SS Peter and Paul School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. We will strive to improve and maintain good relationships between all members of our school and wider community.

Roles and Responsibilities:**Governors:**

The Governors will keep up to date with the school's policy for Sex and Relationship Education, in consultation with the parents. They will make known to parents their right to withdraw their children from all parts of the SRE programme provided, except for the statutory elements of the Science curriculum. This SRE policy will be made available on hard copy and electronically via the school website.

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.

Parents:

Recognising that parents are the primary educators of the children the school will seek to support them in this task. They will ensure that parents are kept informed of what is happening in SRE and of our experience of their children. Parents have the right to withdraw pupils from the programme in accordance with current legislation, except for the statutory elements of the Science curriculum. If parents wish to view the content of the curriculum and in particular the DVD's, school will accommodate these requests.

Confidentiality:

Some pupils may choose to mention special problems or individual issues. While staff will want to be supportive, it is made clear to all staff that they work within the child protection guidelines (see Child Protection policy). Therefore they must explain to their pupils that they may not be able to guarantee confidentiality, as the safety and well-being on the pupil is paramount.

Delivery of SRE:

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 upon 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 and friendship skills.

At KS2, the above skills are developed and pupils look specifically at:

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

Specific sex education content:

Upper KS2 (Years 5 and 6) will follow the 'All that I am' programme of study in order to deliver the SRE curriculum, which refers back to work completed in Science on the various topics relating to bodily health.

The Year 5 programme aims to:

- Develop pupils' understanding of their physical and emotional development.
- Promote ways in which pupils can consider contemporary stereotypes of masculine and feminine behaviour and take responsibility for their actions.

The Year 6 programme aims to:

- Recap the Year 5 programme.
- To have a knowledge of female and male physical development.
- To have self-awareness, confidence and skills and to translate these into personal behaviour in a range of situations, such as making new friends.

A more detailed overview of the programme is available from the Subject leader. A variety of teaching methods and styles will be used. Single gender groups will be used as deemed appropriate and relevant.

Monitoring and Review:

The RE subject leader will monitor teaching and learning according to our school's policy. Implementation will be monitored by the Head teacher and RE Subject leader and reported on to the Governing Body who is ultimately responsible for the provision of SRE.