

# Relationships and Sex Education Policy

## St Francis' Catholic Primary School



*Ensuring for all an excellent child-centred education within a Christ-centred philosophy*

Approved by FGB on: Jan 2017

Committee Responsible: Curriculum

Next review due by: Jan 2019

# RELATIONSHIPS AND SEX EDUCATION POLICY

## Introduction

*“As the image of God we are created for love.”* We are made in God’s image and therefore destined to live in relationships with others, to form community; called to love and to be loved.

At St Francis’ School we believe that pupils have a right to a curriculum which will help them to develop holistically and to prepare them for adult life. We believe that each pupil is entitled to experience a school climate in which the quality of relationships between staff and pupils, and between pupils themselves, is marked by honesty, dignity, personal identification, warmth, trust and security. Relationships and Sex Education (RSE) is integral to this process.

Pupils in our school come from many different backgrounds. Our children have different life experiences, different maturation rates and different levels of sexual awareness. The pressures and influences on them from society and the media, often subliminal, cannot be underestimated. At St Francis’ we will aim to accompany them on their journey to adulthood, modelling for them and enabling them to become capable of whole and wholesome relationships, and discerning their calling. Above all we will help them understand that they are loved by God and capable of loving.

## Rationale

We teach about relationships because relationships are the core of who we are and how we respond to God’s love. We are called to love because God first loved us, and for most people that love finds expression in the self-giving of body and spirit. Our teaching of relationships and sex is guided by our Christian vision of what it means to be human and our aim to educate the whole person and the need to address issues raised by the actual experience of pupils today.

Our work in this area will be informed by reflection on the Scriptures, the words and actions of Christ and the teaching of the Church. There are three concepts that underpin this:

- The dignity and worth of each person made in the image of God. *“Each of us is the result of a thought of God. Each of us is willed, each of us is loved, each of us is necessary”*
- We are called to love and be loved. *“God is love and whoever lives in love lives in God”*
- We are called to form relationships and live in community. *“Wherever two or more of you are gathered in my name I am there”*

We recognise that education in personal relationships and sex is a shared responsibility between home and school, and that in this, “...children and young people should be helped to develop harmoniously their physical, moral and intellectual qualities... they should be given a positive and prudent education in matters relating to sex.” Further, to enable pupils to keep themselves safe and be protected from exploitation.

## Aims:

- ♦ To promote the spiritual, moral, cultural, emotional and physical development of the pupils in light of the teachings of the Catholic Church
- ♦ To prepare pupils for the opportunities, responsibilities and experiences of adult life

- ◆ To contribute to the development, growth and journey of the whole person towards becoming "fully human, fully alive" as a unique creation made in God's image
- ◆ To work towards these aims in partnership with parents.
- ◆ To follow a relationships and sex education programme that reflects the school ethos and Mission Statement.

### **Objectives:**

- ◆ To engender growth in self-respect and self worth, recognising that each of us is created in the image of God to give and receive love
- ◆ To explore the meaning and value of relationships and the diversity of expression
- ◆ To enable pupils to understand that love is the basis of meaningful relationships
- ◆ To enable pupils to have an understanding of themselves, their own bodies and their emotional development, as they grow, mature and change
- ◆ To encourage pupils to be aware of their attitudes and values and have a sense of responsibility for themselves
- ◆ To provide an understanding of the Church's teaching on the sacraments and how this underpins its view of relationships
- ◆ To have an understanding of and to give sensitive consideration to the beliefs, values and culture and circumstances of others and how that impacts on family life
- ◆ To explain the process of human procreation and sexuality
- ◆ To enable the pupils to recognise the importance of the choices they make and that they are responsible for the decisions they take
- ◆ To understand the Church's teaching on issues concerning human sexuality
- ◆ To help pupils recognise and resist peer, social and media pressures in relation to self image and sexuality
- ◆ 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.

## **Roles and Responsibilities**

### **Governors**

Governors have the responsibility for ensuring there is a relationship and sex education policy which is in keeping with Catholic teaching, in consultation with parents and teachers. They must ensure the policy is available to parents and that parents know of their right to withdraw their child, except for those parts included in the National Curriculum science orders. Governors must provide training and inset for all staff to help them understand the Church's teaching in this area. They must provide sufficient resources to see that the topic is taught correctly, creatively and sensitively, and monitor and evaluate the programme.

### **Parents**

Recognising that parents are the primary educators of their children the school will seek to support them in this role and work in partnership with them. The school will ensure that parents are informed about the relationships and sex education

programme, given information and invited to meetings. Parents should have the opportunity to examine the relationships and sex education programme. They have the right to be consulted before any policy document and programme is ratified by the governors. Parents will be encouraged to talk to their children about lessons at school and to listen to their questions and thoughts. They have the right to withdraw their children from relationship and sex education, except those elements which are required by the National Curriculum science orders, and must notify the school should they wish to do so. It is hoped that parents will choose not to withdraw their children and that they will share any concerns with the school before such action is taken.

### **Teachers**

As role models in the school community a teacher's role is to value and affirm all pupils; actively promoting open and wholesome relationships; developing gospel values and effective pastoral systems; and provide positive, accurate learning about relationships and sex. All teachers must be aware of the school's policy and curriculum for relationship education. Teachers should teach the relationships and sex education programme as detailed in the schemes of work and make sure their own understanding of the teaching of the Church is clearly developed. Teachers should advise governors on the content and organisation of the sex and relationships curriculum and participate in monitoring it. They should make provision for children whose parents have requested that they be withdrawn from sex education lessons.

### **Head teacher**

The Head teacher will work in conjunction with governors, parents and teachers to ensure a sex and relationships programme that is in line with Catholic teaching and the ethos of the school is delivered to pupils. The Head teacher will be responsible for ensuring the programme is monitored and reviewed and resources kept up to date. Together with the governors, the Head teacher will ensure the Relationships and Sex Education policy is in place and regularly reviewed. The Head teacher will ensure that parents receive appropriate information about SRE and have access to the programme and policy; and that staff receive all necessary training.

### **Management of the RSE Programme**

Relationships and sex education will be taught using the Catholic Scheme of work "Journey in Love" as its basis. Topics and themes may be repeated from year to year in greater depth taking account of pupil's development and our RE scheme of work "God Matters".

Relationships and sex education is linked to a variety of aspects of the school curriculum and will also be taught through:

- ◆ RE
- ◆ PHSE
- ◆ aspects of Science
- ◆ E-safety
- ◆ the use of Collective Worship, Story time, and Circle time
- ◆ occasional visits from parents, siblings, and the school nursing team.

Class teachers will be responsible for teaching the programme and for the most part it will be taught to mixed classes. Single gender groups will be used as deemed appropriate and

relevant. For example, there may be separate single sex sessions with the school nurse in the upper juniors after a mixed session in class.

### **Confidentiality and Safeguarding Procedures**

Because of their daily contact with children, staff play an important role in recognising and taking appropriate action in cases of suspected child abuse. This can be emotional, physical, sexual or take the form of general neglect.

Child abuse is a particularly sensitive issue and does give rise to strong feelings and emotions for those involved, particularly parents. Whatever parents may feel about a situation, however, it needs to be appreciated that school staff are required to report in line with procedures, any situation where abuse is suspected. All school staff are instructed to report any concerns to the Head teacher or designated safeguarding lead, who are required by law to alert children's social care. Staff should not promise confidentiality. A member of staff could be deemed to have acted improperly if this were not the case.

An explicit or difficult question may be asked in the classroom, although questions of a personal nature directed at staff should be avoided. Questions do not have to be answered directly, or the pupil is referred back to the parent.

### **Resources**

A range of materials will be used. They will be available for parents to see if requested. Any significant changes in the use of resources will be approved by the Governing Body.

- Diocesan Guidance for Education in Relationships and Sex Education
- Sex and Relationships Education Guidance, DfE 2000
- Science National Curriculum
- PHSE guidance

### **Links with other Policies**

This Policy is also closely linked to other school policies that aim to promote pupils' spiritual, moral, social and cultural development including:

Personal, Social, Health and Citizenship  
Religious Education  
Prayer Life  
Science  
Safeguarding  
Bullying  
Anti Bullying  
Safeguarding  
Equal opportunities  
Special Educational Needs & Disability  
IT and E-safety  
Health & Safety

Should the relationships and sex education programme being used be changed or altered parents will be consulted. This Policy will be reviewed every two years by staff and governors.



## **By the end of Key Stage 1.**

### **Pupils should be able to:**

- Recognise and understand the importance of valuing themselves & others and that they are a child of God
- Recognise and appreciate the term 'family' and the differing formats it can take
- Recognise their membership of a family and the roles of individuals in the differing structure of families
- Understand human growth and development and know themselves as male or female
- Be able to name the external parts of the body
- Recognise and understand the term relationship and the range of relationships i.e. friends, family, husband, wife, brother, sister
- Recognise and understand the positive characteristics of a positive relationship i.e. sharing, playing, working together, trust
- Know about rituals that mark life and death, birth and marriage
- Recognise that life is a gift from God and is precious
- Recognise and begin to understand the range of emotions and how to deal with them in a positive and effective manner
- Recognise and understand how to keep oneself safe
- Recognise the need for personal health and safety and personal hygiene
- Recognise and understand the dangers associated with use of the internet and other technology.

## **By the end of Key Stage 2**

**Pupils should be able to:**

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