



St Anne's Catholic Primary School
Sex and relationships education policy

Agreed by staff:

Agreed by governor committee:

Ratified by full governing body:

Date for review: July 2016

1 Introduction

- 1.1 As a Catholic school, St. Anne's believes that Sex and Relationship Education (SRE) should deliver the compulsory requirements of the National Curriculum within a moral, emotional and spiritual context. The teachings of the Catholic Church on the sanctity of marriage and on morality, spirituality and family values are central to the school's policy and scheme of work.
- 1.2 The governors recognise that prime responsibility for Sex Education must rest with the parents; parents will be kept fully informed in writing in advance of any teaching in school.
- 1.3 All SRE will be appropriate to the age, needs and experience of the children at St Anne's, using a sensitive approach which will recognise Special Needs, Gender and Cultural issues and individual family circumstances. The governors of St Anne's recognise the role to be played by outside agencies, including Health Professionals (HELS), in the delivery of the National Curriculum parts of the Sex and Relationships Education programme. The use of selected resources such as videos and books is also approved where they promote understanding within a moral and spiritual context without contradicting the teachings of the Catholic Church. The governing body recognises the right of parents to withdraw their child from the Sex Education element of the SRE programme of study only. This policy is cross referenced to, and in line with the diocesan policy on Human Love and Relationship Education, and meets all the guidelines laid out in the policy in relation to age appropriate content. Resources will also be drawn from the Catholic programmes of study "All That I Am" and "A Journey In Love".

2 The Aims of our SRE Policy:

- 2.1 To ensure the school is meeting statutory requirements and that teaching is informed by relevant guidance including educational guidance from the church.
- 2.2 To support staff to deliver the programme within the school ethos, appropriate to the age and maturity of the pupils.
- 2.3 To clarify for parents the approach taken by the school and to foster a partnership approach between home and school.
- 2.4 To clarify pupil entitlement to sex education, including the role of the school in supporting pupils as they develop physically and intellectually.

2.5 Sex and Relationship Education will be delivered within guidance given by the church:

“Sex and Relationship Education cannot be reduced to simply the giving of biological facts. Our schools have the responsibility to ensure that the information our children are given is received in the context of the Christian community and with Christian values, and based on sound moral principles.”

2.6 Sex and Relationship Education is to be taught within a moral framework, respecting the cultural diversity of our school community and that of the wider community. Children will learn about moral values through all aspects of school life and all curriculum areas, not just Sex and Relationship Education.

2.7 Sex and Relationship Education, taught within a framework which gives due regard to moral considerations and family life, will:

- Take account of pupils’ level of knowledge and awareness of the issues being addressed;
- Develop pupils’ self respect through the promotion of self-esteem, acknowledging the value of each individual pupil;
- Reflect an understanding of the range of family groups that the pupils live in;
- Develop respect and sensitivity to others through a knowledge of difference.

2.8 At St Anne’s, we encourage and support our pupils to:

- Take responsibility for their action and the consequence of their actions;
- Develop positive relationships with other pupils and adults within the school community;
- Raise any issues that they may have about growing up.

3 The Aims of our SRE Programme

3.1 To develop skills that will enable them (the children) to make informed choices, both now and in the future. To help children to resist peer and media pressures. We will endeavour to counteract any misleading myths gained from the playground, peers, adults or the media, including those from different cultures, with different beliefs and with other lifestyles.

3.2 To explain the teachings of the Church and how these impact on the way we should live our lives.

3.3 To help children appreciate that we are part of God’s creation and that we should love ourselves, our families and others in the same way God loves us.

- 3.4 To appreciate the value of 'family life' by promoting loving and caring relationships and the idea of mutual responsibilities within these relationships and know marriage is a Sacrament and to promote marriage and family life as the context within which children should be brought into the world.
- 3.5 To encourage children to grow and develop positively by reducing anxiety and providing reassurance about body changes – physical, emotional and social are all normal and acceptable.
- 3.6 To give knowledge and correct any mis-information by providing correct vocabulary for all parts of the body and encourage sensible attitudes to natural bodily functions.
- 3.7 To enable children to develop feelings of self-respect, self-esteem, self-confidence, sympathy and empathy. Our SRE programme aims to help children develop trust and sensitivity towards others.
- 3.8 To acknowledge and compliment the role of parents as key educators, to liaise with, and work in partnership with them.
- 3.9 To provide clear and accurate information about the development of the human body in an open and frank way, gradually increasing age appropriate detail.
- 3.10 To understand the cycle of conception, birth and growth through puberty.

4 Organisation of Sex and Relationship Education at St.Anne's R.C.

- 4.1 It is important that all staff understand they have a responsibility to implement this policy. For this reason it is supported by a scheme of work that is delivered by the class teacher, and sometimes with the support of the school nurse and other agencies.
- 4.2 SRE will be delivered in partnership with the Health Education Link Service (HELS) led jointly by Janis Marsh and the class teacher using resources adapted from the scheme of work 'Young London Matters' and 'Channel 4's, Living and Growing' (see Appendix A). Strategic planning for SRE will be undertaken by the school. This will involve a range of teaching methods. Teaching can be in both single gender and mixed gender groups as it is helpful for boys and girls to discuss feelings about growing up and developing an awareness of the development of both sexes, whilst promoting a positive attitude to equal opportunities, anti-sexism and gender issues. Provision is made available for single sex groups as appropriate, relevant or requested.
- 4.3 A range of materials and resources are available and stored in the science and PSHE cupboards.
- 4.4 Pupils are taught SRE as part of the statutory National Curriculum for Science (as outlined below) and is cross referenced to, and in line with the diocesan policy on Human Love and Relationship Education. It has a particular emphasis on healthy lifestyles, positive relationships, self-esteem, taking care of our bodies and understanding the changes that takes place.

5 Key Stage 1

- 5.1 Animals, including humans, move, feed, grow, use their senses and reproduce. Children should recognise and name the main external parts of the human body.
- 5.2 Children will learn that humans can produce offspring and these grow into adults.
- 5.3 Children should recognise similarities and differences between themselves and others and treat others with sensitivity.

6 Key Stage 2

- 6.1 Children will learn that life-processes common to humans include nutrition, growth and reproduction.
- 6.2 They will learn about the main stages of the human life cycle.
- 6.3 In years 5 and 6 the children will follow elements of the 'All That I Am' programme in conjunction with appendices attached

7 Difficult Questions and Sensitive Issues

- 7.1 When addressing sensitive issues, it is particularly important that education is delivered within the Catholic ethos of the school. Teachers will answer questions with sensitivity and knowledge of their children when faced with such questions, taking into account what is appropriate for the child and other members of the group. Information on these subjects is potentially life saving and our aim is always to offer honest and responsible education to our pupils.

8 Scheme of Work

- 8.1 See Appendix A for a copy of the SRE schemes of work. **(SAMPLE LESSONS FROM 'A Journey in Love' to be added in once acquired)**

9 Parental Involvement

- 9.1 Under the Education Act 1993, pupils can be withdrawn by their parents from the SRE programme that is outside the compulsory elements contained in the science curriculum (see above). Pupils cannot be withdrawn from any teaching which is part of the National Curriculum for Science.
- 9.2 Parents who wish to withdraw their child are invited to see the PSHE Coordinator and Headteacher/Deputy Head who will explore the concerns of the parents/carers and the possibility of adjusting the programme of study or approach. They will also discuss the impact that withdrawal may have on the child.

9.3 We would like to make it clear that if pupils are withdrawn from SRE lessons but ask questions at other times, these questions will be answered honestly by staff, in line with their usual approach to questions from children.

“The right of withdrawal should not affect spontaneous discussion or the honest answering of questions that arise naturally in other curriculum areas”

(D.F.E.S Circular 5/94)

9.4 The school is committed to working in partnership with parents and places the utmost importance on sharing equal and joint responsibility with parents for the children’s personal, social, health education. Children will always be encouraged to talk about and discuss issues and learning at home and staff are always available to discuss any queries that parents may have.

9.5 By working in partnership, home and school can combine to provide the most effective SRE possible. Parents view and opinions are always welcomed.

9.6 To promote this, we:

- Inform parents about the school’s SRE policy and practice;
- Answer any questions that parents may have about the SRE of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for SRE in the school;
- Inform parents about the best practice known with regard to SRE, so that the teaching in school supports the key messages that parents and carers give to children at home.

9.7 Parents and carers are informed that they have the right to withdraw their children from SRE.

9.8 Parents and carers will always be informed before the SRE schemes of work are delivered to children. The teaching materials and resources are available to parents to view upon request to the PSHE Coordinator.

10 Responsibilities of pupils

10.1 Pupils come from a variety of backgrounds and are entitled to learn in a safe and supportive environment. Some pupils use terms associated with sexuality as a way to harass other pupils. This is unacceptable and will be dealt with as any other form of bullying through our Anti-Bullying Policy and/or Behaviour Policy. An understanding of human difference is an important aspect of education and will be dealt with in a sensitive manner.

11 Confidentiality & Child Protection

11.1 Teachers should encourage all pupils to discuss their concerns with an appropriate adult. The negotiation of ‘Ground Rules’ in SRE sessions is important for this reason. Teachers should make it clear to pupils the level of confidentiality that they can offer.

- 11.2 Due to the guidelines in the Child Protection Policy, teachers cannot offer or guarantee absolute confidentiality.
- 11.3 Teachers need to be aware that effective SRE - which brings an understanding of what is, and what is not acceptable in a relationship, can lead to disclosure of a child protection issue. Pupils need to be reassured that their best interests will be maintained.
- 11.4 Teachers should consult with the school's designated CP lead for advice on all CP matters. The CP lead is Catherine Davis (Headteacher); in her absence the CP lead is Miguel Carrascal (inclusion manager).
- 11.5 All outside agencies working in school to support the SRE programme will adhere to this policy.

12 Role of Head teacher and Governors

- 12.1 It is the responsibility of the Head teacher and Governors to ensure that both staff and parents/carers are informed about our SRE policy, and that the policy is implemented effectively. It is also the Head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can deliver SRE effectively.
- 12.2 The Head teacher liaises with external agencies including the Diocese regarding the schools SRE programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework.
- 12.3 The Head teacher will report to governors, when requested, on the effectiveness of the policy.

13 Responsibilities of Staff and Governors

- 13.1 The governing body is responsible for:
- Authorising the SRE policy, and any subsequent reviews of the policy, and ensuring that the terms and ethos of this policy are followed;
 - Monitoring the SRE policy on a biannual basis. This committee reports its findings and recommendations to the full governing body, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the SRE programme.
- 13.2 The PSHE Coordinator is responsible for:
- Writing and updating the SRE policy and scheme of work in collaboration with the RE coordinator, in light of initiatives and change;
 - Monitoring the development of the subject throughout the school;
 - Guiding and supporting teachers in this subject, and to include refresher training for SRE;

- Monitoring the effectiveness of the planned and delivered curriculum for SRE. The PSHE Coordinator will monitor SRE on an annual basis;
- Coordinating external agency support for SRE;
- Coordinating classroom practices and guidelines across the curriculum and ensuring the development of subject skills;
- Auditing and monitoring resources throughout the school to ensure that there are sufficient age-appropriate and ability-appropriate resources for effective teaching and learning;
- Conducting an SRE Needs Assessment (in conjunction with The Health Education Link Service) every 2 years in order to update the SRE curriculum and address any issues that the current cohort of children may have.

13.3 The Headteacher is responsible for:

- Ensuring the terms and ethos of this policy are followed.

13.4 Other members of staff are responsible for:

- Following the terms and ethos of this policy.

14 Monitoring and review

14.1 This policy is a working document and will be reviewed every two years or earlier if necessary.

15 Related policies

15.1 See also:

- Confidentiality;
- Equal opportunities;
- EYFS;
- PSHE;
- RE;
- Safeguarding;
- Science;

- SEN;
- Teaching and learning

Appendix A

SRE Lesson Topics with Learning Intentions

St Anne's RC Primary School

Foundation and KS1

Nursery & Reception	Year One	Year Two
<p>Myself and Others</p> <p>To recognise: Some feelings Behaviour affects other people.</p>	<p>Myself and Others</p> <p>To know the importance Of valuing oneself To recognise that everyone is different.</p>	<p>Differences</p> <p>To understand and respect differences and similarities between boys and girls.</p>
<p>Family Networks</p> <p>That family and friends care for each other.</p>	<p>Body Parts</p> <p>Similarities and differences between opposite genders. Name body parts.</p>	<p>Differences</p> <p>To explore some of the differences between males and females. Challenging gender stereotypes.</p>
<p>Body Awareness</p> <p>To appreciate and value their body, its capabilities and uniqueness. Private body parts- Underwear rule</p>	<p>Family</p> <p>To know that there are different types of family and all families have special roles in children's lives.</p>	<p>Everybody needs caring for</p> <p>To appreciate that everyone needs to be cared for.</p>
<p>Hygiene</p> <p>To understand why hygiene is important.</p>	<p>Friendships</p> <p>To understand what friendship is.</p>	<p>Looking after the body</p> <p>To learn why it is important to keep clean.</p>
	<p>Choices</p> <p>To recognise that most children can make choices</p>	

Key Stage 2

Year Three	Year Four	Year Five	Year Six
<p>Self Esteem</p> <p>Identify positive things about themselves and their achievements.</p>	<p>Growing and changing</p> <p>To understand the human life cycle and how the body changes.</p>	<p>Talking about puberty</p> <p>To explore the emotional and physical changes that occurs during puberty.</p>	<p>Puberty and reproduction</p> <p>To explore the emotional and physical changes that occurs during puberty.</p>
<p>Challenging Gender Stereotypes</p> <p>Recognise and challenge gender stereotypes.</p>	<p>Hygiene and puberty</p> <p>Impact of puberty on the body and the importance of personal hygiene.</p>	<p>Becoming men and women</p> <p>To consider gender stereotyping.</p>	<p>Relationships and reproduction</p> <p>To consider reproduction in the context of relationships.</p>
<p>Differences: Male and female</p> <p>Identify differences between males and females and to name body parts.</p>	<p>Thinking, feeling, doing – changing relationships</p> <p>To learn strategies to deal with feelings.</p>	<p>Menstruation and wet dreams</p> <p>To understand that menstruation and wet dreams are a normal part of growing up.</p>	<p>Conception and pregnancy</p> <p>Process of conception and pregnancy. Describe the decisions that need to be made before having a baby.</p>
<p>Family Differences</p> <p>To recognise that families are different and to challenge stereotypes about families.</p>	<p>Assertiveness</p> <p>To understand and be able to use assertiveness skills</p>	<p>Building good relationships</p> <p>Similarities and differences between friendships and intimate relationships.</p>	<p>Being and parent</p> <p>Roles and responsibilities of carers and parents. Recognise that both men and women can take on these roles.</p>
<p>Decision making</p> <p>To be able to demonstrate simple decision making activities</p>	<p>Questions</p> <p>Have questions answered. Know where to go for further support.</p>	<p>. Questions</p> <p>Have questions answered. Know where to go for further support.</p>	<p>Questions</p> <p>Have questions answered. Where to go for further support.</p>