

## MISSION STATEMENT

Our Sex and Relationships Policy is very much a reflection of our Mission Statement. At St. Scholastica's Primary School we as our Mission Statement says;

*“wish to educate the whole child through the integration of intellectual, spiritual, moral, emotional, psychological, social and physical development.”*

*This is done in*

*“partnership with the wider community, especially the home and parish, where the development of the whole child is nurtured.”*

Our SRE (Sex and Relationship Education) policy is linked directly to our School Mission Statement.

This policy is also closely linked to other policies e.g. Religious Education, Learning and Teaching, Inclusion, PHSE, Drug Education, Anti Bullying, Confidentiality and Child Protection.

St Irenaeus (2<sup>nd</sup> Century C.E.) states that: *“the glory of God is a person fully alive”*, this belief too is central to our teaching for we recognise our need to do all we can to help the children develop fully as human beings.

The Catholic Church is explicit in what it has determined as our role in the teachings on SRE. Our role is to provide

...a service to the individual students, helping each one to achieve the most complete formation possible. Sexuality is a fundamental component of personality, one of its' modes being, of manifestation of communication with others, of feeling, of expressing and of living human life and love. Therefore it is integral to the Catholic Education process.

This statement of policy has been devised as a response to the Bishop's Conference Statements of 1987 *Laying the Foundations for Personal Relationships*, 1994 *Social and Moral Education of Catholic Schools* and *Our Catholic Schools, their Identity and their Purpose* published in June 2010.

### **Aims**

This governing body believe that our Sex and Relationship Education programme is based on the viewpoint that SRE is part of every child's Personal, Social and Health (PSHE) development and to this end our aims are to ensure that our pupils learn to:

- develop and take responsibility for decisions they make and understand the effect of their actions on others
- develop decision making skills which will enable them to make their own informed decisions and not to be unduly influenced by peer pressure
- prepare for puberty by knowing how the body changes at puberty and beyond
- understand the biology of the human body and the nature of human reproduction
- understand the nature of relationships and respect for others
- keep healthy and promote positive health
- Appreciate the value of family life and appreciate the varieties of family which exist in our community.
- Share their concerns and have misunderstandings corrected

SRE will be taught within the framework of the teachings of the Catholic Church, guidance from the Diocese of Westminster as in *Our Catholic Schools, their Identity and their Purpose* published in June 2010 and the intent outlined in our School Mission Statement. Teachers will deliver lessons within this framework and intent rather than from their own personal viewpoint.

### **Content of SRE**

SRE is about acquiring information and forming attitudes, beliefs and values about relationships and sexuality. SRE is a developmental process beginning in the early years and progressing through childhood into adolescence and adulthood. The knowledge, understanding, skills, values and attitudes we aim to provide includes understanding about reproduction and growing up, but is also about being able to make decisions, respecting oneself and others.

The SRE programme will ensure that all pupils who leave St Scholastica's have covered the following:

- Building a relationship with Jesus Christ
- Correct anatomical names of the different parts of the body and how they work

- The facts about reproduction, conception and childbirth
- The various stages of change in human development – conception, baby, teenager (puberty & menstruation), adulthood, old age
- Personal hygiene and how to care for their bodies
- Keeping safe
- People who can help me
- The importance of family life.
- Valuing similarities and differences
- Awareness of stereotyping and prejudice
- Appropriate and inappropriate behaviour
- The skills needed for effective communication, loving, caring and happy relationships and positive behaviour

### **Teaching of SRE**

SRE is not an isolated subject and as such is integrated throughout the curriculum. It will be delivered by the class teachers from Foundation Stage to Year 6 through:

- the topics covered by the R.E programme
- the compulsory elements of National Curriculum for KS 1 and KS 2 and the EYFS
- P.S.H.E lessons
- International Primary Curriculum

Pupils will be taught in mixed groups but single sex classes will be organised where appropriate e.g. to cover the topic on Menstruation and allow discussion on specific issues related to gender. Outside educators for example the school nurse, Diocese and LEA adviser will be invited to enhance the teaching of SRE. They are not there to replace the teachers or deliver SRE in isolation.

### **The Primary Role of Parents**

We fully acknowledge that the parents and carers are the first and best educators of their children:

“The Rite of Baptism recognises that parents ‘will be the first teachers of their children in the way of faith’ and, while the Church honours and values that, it also recognises that parents and families need assistance with their duty in educating their children in the faith. The Catholic school is the Church’s principle means of providing that assistance to parents.”

*(Our Catholic Schools: Their Identity and Purpose June 2010)*

Open evenings will be held to communicate to parents and carers the whole-person developmental nature of the programme of study we offer, at which they are also given the opportunity to view any recordings or materials that are used to support the teaching of SRE. We also use our school newsletter and website to keep parents and carers updated on school policies and events. We explain the responsibilities of our school for their children’s development and to make them aware of their rights.

We wish to build a relationship with the parents and carers of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

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

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Parents and carers have a right to withdraw their children from SRE lessons, although not those elements that are in the National Curriculum Orders for Science, or any other part of the National Curriculum. If a parent or carer wishes to withdraw a child from SRE lessons, we ask that they discuss it with the Head Teacher and be clear about what their child will do when they are withdrawn from the lessons. We should like to make clear

that even when a child has been withdrawn from SRE lessons, if the child should ask questions at other times, these questions would be answered honestly by staff.

### **Confidentiality**

Teachers conduct 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.

Our *Child Protection Policy* is specific in proscribing what staff should do if a child discloses abuse, or if staff are suspicious.

- 1: Report immediately to the Nominated Safeguarding Officer or the Deputy, or one of the leadership group if they are not available.
- 2: Do not speak to the parents or carers (until advice is sought from the Nominated safeguarding officer).
- 3: Do not promise the child that it will be kept a secret.

### **The role of the Head teacher**

It is the responsibility of the Head teacher to ensure that both staff and parents and 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 teach effectively and handle any difficult issues with sensitivity.

The Head teacher 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 Head teacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

### **Monitoring and review**

The Teaching and Learning Committee of the governing body monitors the impact of our sex education policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Teaching and Learning Committee gives serious consideration to any comments from parents and carers about the sex education programme, and makes a record of all such comments. Governors require the headteacher to keep a written record, giving details of the content and delivery of our sex education programme.

This policy will be reviewed every two years, or earlier if necessary

Agreed By Governors: October 2015      Presented to staff: October 2015

Signed by Chair of Governors \_\_\_\_\_ Date \_\_\_\_\_

Signed by Head teacher \_\_\_\_\_ Date \_\_\_\_\_

Review date: October 2017