

St. Margaret Clitherow's Catholic Primary School

(Part of St. Oswald's Catholic Voluntary Academy)



CATHOLIC VOLUNTARY
PRIMARY ACADEMY

Sex and Relationships Education (SRE) Policy

Date of Policy: November 2017

Ratified: 20th February 2018

Date to be reviewed: November 2019

Rationale of Sex and Relationships Education

‘Sexuality affects all aspects of the human person in the unity of his body and soul. It especially concerns affectivity, the capacity to love and to procreate, and in a more general way the aptitude for forming bonds of communion with others.’

The Catechism - 2332

SRE is “Learning about physical, moral and emotional development; understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and health.” – the DFE.

The staff and governors of St Margaret Clitherow’s Catholic Primary School, with regards SRE, are concerned with developing children who are capable of forming secure, fruitful, respectful, trusting and safe relationships, which will enhance pupils’ childhood, teen and adult years, and will form the basis for mature sexual relationships in their future. Pupils have the right to a curriculum which helps them to develop spiritually, morally, socially and culturally, thus preparing them for adult life.

Aims and Objectives

- To promote the spiritual, moral, cultural, mental 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 work towards these aims in partnership with parents and carers.
- To follow a sex education programme that will reflect the school ethos and Vision Statement.
- To contribute to the development, growth and journey of the whole person, recognising themselves and others as a unique creation made in God's image and who engenders: respect for themselves and for others; taking responsibility for their family, friends, school, local and global communities; responsibility for their own actions and wellbeing.
- To explore the meaning and value of life, and appreciate the values of family life.
- 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.
- To enable pupils to reflect on their relationships and recognise the qualities that help relationships to grow and develop positively.
- To enable pupils to have some understanding that love is central and the basis of meaningful relationships.
- To enable pupils to recognise the importance of the choices they make and that they are responsible for the decisions they make.
- To help pupils be aware of peer, social and media pressures.
- To enable pupils to have some understanding of themselves, their own bodies and their emotional development, as they grow and change.
- To explain the process of human procreation, within the context of marriage and family life and that all life, from its very beginning, is God-given.
- To provide a moral framework for children to understand better the physical and emotional consequences of sexual relationships.
- To correct misinformation.

Programmes of Study and Assessment

To fulfil our Aims and Objectives, a range of methods will be used to ensure pupils are provided with an enriched curriculum. As with RE work, education of Catholic principles – primarily, Scripture and spiritual and moral teachings – will come through the RE curriculum, ‘Come and See’. Further social and moral teaching will be taught exclusively in PSHCE lessons, allowing pupils to speak openly, listen and be listened to. By giving pupils opportunity to explore communication skills within these lessons, they are given direct opportunity to develop the skills necessary for successful relationships, as well as being taught how to care for their own health and well being.

Further SRE is developed through Acts of Worship. Here, pupils are presented with real-life scenarios and reminders to challenges their thoughts, actions and words, developing the self and treatment of others, not only as self-respecting, confident individuals, but as Christians (see Collective Worship Policy for further information). This is reinforced by the attitudes, words and actions of staff, who commit to being excellent adult role models to pupils at all times, both in their treatment of the pupils in their care and of each other. Throughout school, a constant rhetoric of maintaining good relationships is encouraged and developed, especially in times of conflict. In EYFS, play may be modelled to demonstrate how to develop positive relationships and language.

Sex Education, as a discreet subject, will be taught using the Catholic scheme of work, ‘In The Beginning’ (see following pages), which ranges from pupils learning about human anatomy, to the reproduction of different flora and fauna, eventually learning about human reproduction, in Year 6. This biological aspect of the teaching of SRE is supported by talks on puberty when pupils are in Year 6. These are led by the school nurse and class teacher. Following a video, pupils – in separate groups of boys and girls – are given the opportunity to ask questions.

Materials for ‘In The Beginning’ are in booklet form and are age-appropriate with no inappropriate or explicit images ever used; indeed any images are simply-drawn sketches and text is in child-speak. The internet is never used for the teaching of this subject, ensuring there is no risk of children accessing information which may be unsuitable.

Due to the nature of the subject, whilst there may be some written recording of work, this is to enhance the process of learning, not to assess. SRE is concerned with the development of communication and the practical development of self in a holistic sense, ergo, monitoring and assessment is not formal, but rather, down to the individual staff members to ensure pupils are developing at their age and cognitive capability.

With the introduction of British Values being taught within all schools, the pupils and staff of St Margaret Clitherow’s endeavour to teach the value of love being at the heart of every relationship. Questions regarding different types of relationships and identities may be raised and, whilst not conflicting with the teachings of the Catholic Church, we will use Christ’s principle teachings of love, of tolerance and of understanding to address LGBTQI issues – and indeed all questions – remembering that we are all asked to be Christ-like in our acceptance of all His people.

In The Beginning Programme of Study:

Year 1

- Creation
- All living things are divided into families and into male and female. The word sex is introduced as a division of gender
- Families with adults and young (including Humans).
- God wants us to live together in friendship, in love, and in Him.

Year 2

- The child in the context of their own family, surrounded by love and care
- The individuality of the child and recognises their value
- The human body, naming parts.
- Acknowledges our imperfections and encourages pride in being who we are (self esteem)
- Actions, consequences and responsibility including Citizenship

Year 3

- Male and female parts and functions
- Pollination and fertilization, reproduction and life cycle
- Our relationship with God through the Mass, Prayer and the Gospels
- The importance of communication
- Good Citizenship and an “active” response to our Faith in support of the needy.

Year 4

- Male and female identification (naming parts)
- Homebuilding and courtship
- Mating, laying of eggs (female) and fertilizing with sperm (male)
- Aftercare, protection of young and life cycle
- Life-dangers and protective help
- Parental responsibility
- Stewardship and the care of a world given to us by God.

Year 5 - GOD-THE GREAT PROVIDER (Pt.1)

- Male and female identification (naming parts)
- Courtship, homebuilding and life cycle
- Mating, passing of sperm, fertilization of eggs inside the female
- Shared responsibility of parenthood - incubation, feeding hatching, aftercare
- Partnerships for life
- Good friendships and bad peer pressure
- Christ in our lives; living our Faith.

Year 5 - GOD-THE FRIEND AND NEIGHBOUR (Pt.2)

- Male and female identification (naming parts)
- Courtship, mating, homebuilding, life cycle
- Mating, internal fertilization
- Birth, feeding (suckling), aftercare of young, parental responsibility
- Knowing yourself and how others might see you
- Understanding true friendship and love,
- Respect for others and care for those in need
- Living the Gospels.

Year 6 - GOD-THE IMAGE MAKER (Pt. 1)

- Friendships and relationships via (late-teens) boy meets girl relationship which steadily develops - attraction, friendship, falling in love, engagement, planning a future, marriage, setting up home, having a family
- Male and female parts and functions
- Life from the moment sperm meets egg
- Pregnancy ; associated care of both mother and child ; role of the father
- The joy of birth
- Human life cycle

GOD-THE IMAGE MAKER (Pt. 2)

- Helplessness of a new born baby / need for support
- Physical growth, support and decision making (including problem solving)
- Spiritual growth and the importance of the Sacraments
- The uniqueness of the individual through genes, family characteristics, outward appearances, inner feelings, attitudes towards others with Christ as our example (our role model)
- Personal hygiene, resisting peer pressure
- Drugs, smoking and alcohol
- Personal timelines - past, present and future
- Age-appropriate relationships and activities
- A review of life / a time for making good decisions
- A call for God / Christ to enter our lives and help us to become as He intended us to be

Arising Issues

Different Family Situations

Staff and governors of St Margaret Clitherow's are committed to promoting Catholic Christian ideals for family life and the relationships that pupils form, whilst at the school and in their future. The Sacrament of Marriage is taught as discreetly, within the Come and See programme, in Year 5. However, we also acknowledge that many of our pupils will not be part of the traditional two-parent family and that family life is much more complicated in modern society. We commit to celebrating all families – their differences and similarities – and, whilst presenting pupils with the ideal of children being the result of a loving relationship, pupils will be part of a culture and education of love, no matter what their personal situation may be.

Working With Parents

The school will consult with parents regarding the provision of the Sex Education Programme, which is appropriate for the age, ability and aptitude of their children. Parents have the right to withdraw their children from the Sex Education Programme, although it is hoped that parents will choose not to, and that they will share any concerns with the school before such action is taken. Parents should contact the Head teacher if they have any concerns.

Difficult Questions

As part of the SRE curriculum, pupils will be given opportunities to ask questions. Whilst errors of understanding will be corrected and explicit/difficult questions answered within the classroom as often as possible, some will not be answered directly. Pupils may be referred back to parents.

Confidentiality

In keeping with our Child Protection Policy, no adult should promise pupils confidentiality. Disclosures arising from SRE or otherwise to members of staff will be reported to a Designated Safeguarding Lead.

SEN

As with all areas of the curriculum, SEN pupils will have provision to ensure they learn to the best of their capability, be this is through staff support, differentiated work or even, in certain cases, withdrawal from the whole class session to better suit their learning needs.

Conclusion

Staff and governors at St Margaret Clitherow's endeavour to meet the challenge of Sex and Relationships Education, according to Catholic principals, in today's society. We seek to provide pupils with knowledge and understanding of themselves, as well as nurturing feelings of self worth, respect and responsibility towards themselves and others. Ultimately, we seek to engender a valuing of self as spiritual and moral beings, made in God's own image.

Policy Monitoring and Review

This policy is monitored by SLT and is evaluated and reviewed by the governors and whole staff every two years.

Date of Policy: Nov 2017

Date to be reviewed: Nov 2019