



**Good Shepherd Catholic
Primary & Nursery School**

**SEX AND RELATIONSHIPS EDUCATION
POLICY**

Reviewed January 2017

Sex and Relationships Policy

Legislation

The most up to date legislation relating to sex and relationships education (SRE) are contained within the Education Act (1996) and the Learning and Skills Act (2000). The requirements are that:

It is compulsory for all maintained schools to teach some parts of reproduction i.e. describe the life process of reproduction in some plant and animals. This is a statutory part of the National Curriculum Science which must be taught to all pupils of primary age.

Primary schools are legally obliged to have an up-to-date SRE policy that describes the content and organisation of SRE taught outside the Science Curriculum. In primary schools if the decision is taken not to teach SRE outside the Science Curriculum this should also be documented in the policy.

In the best interest of our children, we have taken the decision to teach SRE in addition to the Science Curriculum and in line with Catholic teachings.

Definition

SRE is:

“Lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is about the teaching of sex, sexuality and sexual health.”

(SRE Guidance, DfEE 0115/2000, para. 9 page 5)

Context

At Good Shepherd our mission is to educate our children with Christ at the centre, and thus all that we teach is focussed upon Catholic values and morals. We recognise each of our pupils as unique individuals, created in the image and likeness of God, and our curriculum reflects the Gospel values of our faith. Therefore, SRE is taught in the context of Christian relationships and virtues. SRE promotes children's self-esteem and emotional wellbeing. It helps them to form and maintain worthwhile and satisfying relationships based on respect for themselves and for others, at home, at school and in the community.

Aims

To present clearly a Christian view of life and relationships based on the teachings of the Catholic Church.

To encourage the development of a personal, moral code rooted in Gospel values and to promote self-confidence and self-esteem

To encourage pupils' growth in self respect, acknowledging we are all created in the likeness of God.

To help pupils develop an understanding that love and respect are central to the basis of relationships.

To help pupils understand the nature of relationships and to encourage them to reflect on their own relationships and respect differences between people.

To learn the value of family life, marriage and stable and loving relationships for the nurture of children.

To develop pupils' confidence in talking, listening and thinking about feelings and relationships.

To learn to sustain relationships through managing emotions confidently and sensitively.

To offer sex education in the wider context of relationships.

To encourage children to take care of their bodies properly in terms of hygiene, diet and physical well being.

To ensure that pupils learn that certain words and actions are inappropriate.

To help pupils develop an understanding of physical changes in their bodies during puberty.

To ensure that pupils protect themselves and ask for help and support when needed.

Delivery of SRE

SRE is taught primarily through: Religious Education, Science and PSHE. However, at Good Shepherd we have adopted a diocesan approved scheme of work. Pupils from Nursery through to Year 6 will follow this scheme which is in sympathy with the teachings of the Catholic Church. It is the school's policy that the specific content of the scheme is delivered over a period of one week during the Spring Term.

SRE will also be developed through other curricular areas where appropriate. Every area of school life can, potentially, contribute to SRE as we seek to foster the development of positive relationships in all that we do.

Curriculum

The minimum statutory requirement for SRE is that schools must deliver the National Curriculum for Science to all children within school:

Key Stage 1

Animals, and humans, move, feed, grow, use their senses and reproduce.
Children should name and recognise the main external parts of the human body.
That humans can produce offspring and these grow into adults.
Children should recognise similarities.

Key Stage 2.

That the life processes common to humans and other animals include nutrition, growth and reproduction.
The main stages of the human life cycle, including puberty.

EYFS

Attempts to make clear connections between the truths of faith and the child's own experiences of life are essential even though their experience at this age is very limited. Children will receive constant help to relate what they are learning to their own lives.

The early learning goal for Understanding the World (People & Communities) is:
Children talk about past and present events in their own lives and in the lives of family members.

They know that other children don't always enjoy the same things, and are sensitive to this.

They know about similarities and differences between themselves and others, and among families, communities and traditions.

The early learning goal for Understanding The World *The World) is:

Children know about similarities and differences in relation to places, objects, materials and living things.

They talk about the features of their own immediate environment and how environments might vary from one another.

They make observations of animals and plants and explain why some things occur, and talk about changes.

Roles and Responsibilities

Governors

The Governors recognise their responsibility to ensure the SRE programme follows Diocesan guidelines and reflects the Church's teaching.

They will always strive to ensure that:

- Parents are supported in their task.
- Parents are kept informed of the SRE Programme and any subsequent development. Information will be made available on the school website.
- Parents are informed of their right to withdraw their child from aspects of Sex Education.

Teachers

All teachers have a responsibility of care; as well as fostering academic progress; they should actively contribute to the guidance of the physical, moral 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 given.

Parents

“The Church has always recognised that it is the privilege and the responsibility of parents to educate and inform their children in all matters pertaining to personal growth and development particularly in the sensitive area of their moral education and sexual development. The Church also recognises that many parents require help and support in this task from both schools and parishes” (Bishop's Low Week Meeting, 1994)

Prior to delivering sex and relationship education, as part of the agreed programme, meetings will be held with parent/carers to discuss the programme's content. This will give parents/carers the opportunity to ask questions and address any concerns which they may have.

Parents have the right to withdraw their child from any or all of the schools Sex Education programme although certain elements are covered under the Science National Curriculum which is a statutory requirement for all children. The school recognises that good communication is vital in this area and parents are invited to see the schools policy and ideally view all the materials used beforehand. Parents with concerns are invited to arrange an appointment with the Headteacher to discuss any issues and see if they can be resolved. If the matter remains unresolved, parents need to notify the Governors of their intention to withdraw their child from the SRE programme.

The school recognises that parents are the prime educators of their children and will seek to support them in their task. It will ensure that parents are kept informed of what is happening in SRE in terms of content, delivery and timing.

Dealing with sensitive issues and responding to questions

Teachers will answer questions according to the teaching of the Catholic Church and with due regard to the nature of the question and the age and maturity of the child asking the question.

In some cases it may be inappropriate for the teacher to respond to a specific question and the pupil will be referred to his\her parents. In the same way not all questions will be answered publicly and the teacher will need to assess the appropriateness of the question to consider if it matches the maturity and understanding of the whole class group.

Teachers should never share their personal views or experiences but are expected to follow school policy, always respecting the sensitivity of their position as a teacher in a Catholic school.

Confidentiality

Some pupils may choose to mention specific problems or individual issues involving themselves or members of the school community. While staff will want to be supportive, it is made clear to all staff that they work within child protection guidelines (see Safeguarding policy) and therefore must state to their pupils that they will not be able to guarantee confidentiality when the wellbeing and safety of a child may be at risk.

Monitoring, Assessing and Reviewing

The Headteacher will monitor provision of SRE in the school. To ensure that the policy is adhered to and is effective, it will be reviewed every 3 years. Any changes will be discussed with parents before implementation.