



St Catherine's C of E School

Sex and Relationships Education Policy

ST. CATHERINE'S C. OF E. SCHOOL

SEX AND RELATIONSHIPS EDUCATION POLICY

Relationships and sexuality are an important matter for all of us, and are a vital part of our well-being physically, mentally and spiritually. It is important for all individuals to take responsibility within their relationships and for their own sexual health. Schools have an important role to play in complementing the part played by pupils' families and other agencies in educating children about sex and relationships. If Parents are not happy with what the School provides in its Sex and Relationships Education, they have the right to withdraw their child from those aspects not covered by the National Curriculum Order.

Sex and Relationships Education is part of a wider programme of Health Education provided by the school. As required by the Education Act 1993, this is a separate policy on Sex and Relationships Education.

Defining Sex and Relationships Education (SRE)

It is lifelong learning about physical, moral and emotional development. It is about the understanding of 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 sexual health. It is not about the promotion of sexual orientation or sexual activity - this would be inappropriate teaching.

At St. Catherine's we have these aims of Sex and Relationships Education:-

1. to develop positive attitudes towards sexuality on the part of the pupils and their families within a moral framework by promoting responsible attitudes and behaviour.
2. to foster self-esteem.
3. to promote accurate information, knowledge and understanding about sexual matters.
4. to clarify pupils' attitudes and values, which influence their choices in sexual matters.
5. to introduce the decision making skills necessary for healthy sexual behaviour and living.
6. to complement the role of parents/guardians.
7. to help pupils appreciate the benefits of stable family life in its varying forms and the responsibilities of parenthood within the Christian ethos fostered by the school.
8. to prepare pupils for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood.

PROVISION FOR SEX EDUCATION

As with Health Education generally, Sex and Relationships Education is provided in the following ways:

- through the general ethos, atmosphere and relationships within the school. The valuing of individuals, the practice of positive attitudes, the development of co-operation and helpfulness are all aspects of general school life which contribute towards the promotion of self-esteem, one of the most important pre-conditions for effective health education.
- through the physical environment and procedures of the school which are designed to promote health and safety as far as possible.
- through the role models offered by adults at the school.
- through the planned curriculum of the school including the SEAL materials, the Christopher Winter Sex and Relationships Scheme and National curriculum Science units. It is provided both through the topics studied in all year groups, where this is appropriate, and also as discrete topics and events, particularly in Year 4, Year 5 and followed up in Year 6. We aim to support the emotional and physical development of our transition pupils. We consult with parents about the content of the teaching programme.

Content of the-schools SRE programme

The content of the schools programme is based on the National Curriculum Science Order the

non-statutory guidance for PSHE/Ct contained in the National Curriculum Handbook for Teachers. Here is a summary of that content as set out in the DfES guidance:

3.3 At primary school level sex and relationship education should contribute to the foundation of PSHE and Citizenship by ensuring that all children:

- develop confidence in talking, listening and thinking about feelings and relationships
- are able to name parts of the body and describe how their bodies work;
- can protect themselves and ask for help and support; and
- are prepared for puberty.

National Curriculum Science

Key Stage 1

1. b) that animals including humans, move, feed, grow, use their senses and reproduce
2. a) to recognise and compare the main external parts of the bodies of humans
f) that humans and animals can produce offspring and these grow into adults
- 4 a) to recognise similarities and differences between themselves and others and treat others with sensitivity

Key Stage 2

1. a) that the life processes common to humans and other animals include nutrition, growth and reproduction
2. f) about the main stages of the human life cycle

The school recognises that SRE must be taught at both Key Stages and not left until Year 6. Whenever SRE appears in the school's PSHE/Ct programme in a discrete fashion the class teacher will inform parents about the issues to be covered and seek their support in exploring these issues in the home context.

A MORAL FRAMEWORK

This School believes that sex education should take place within a clear moral framework, and have due regard to the values of a stable family life, as required by the Education Act 1996. We acknowledge different life style choices but we promote the view that stable loving relationships are the best context for sexual relationships and the bringing-up of children. This means that the values and attitudes which underpin sex and relationships education are conveyed by:

- a sense of respect, love and care for oneself and others;
- a sense of responsibility for oneself, others and life itself;
- the importance of commitment in relationships generally and sexual relationships in particular love, faithfulness and trust;
- the importance of family life and, as a Church School we strongly support, marriage as a social unit where relationships are learnt and developed;
- exploring, considering and understanding moral dilemmas and developing critical thinking as part of decision making.

ETHNICITY

We understand that some families from particular ethnic groups do not discuss this subject and that their children may rely on schools as their only source of sex education. We consult with all parents concerned and deal with individual cases sensitively. Children can be removed from aspects that are not covered by the National Curriculum Order.

SPECIAL EDUCATIONAL NEEDS AND LEARNING DIFFICULTIES

We ensure that all pupils are included in the teaching programme. Teachers will make the necessary adjustments to lesson content and resources used to ensure that pupils understand the lesson objectives. Vulnerable children will be taught about how to protect themselves and learn appropriate social skills.

PERSONAL AND SOCIAL SKILLS.

KNOWLEDGE AND UNDERSTANDING

SENSITIVE ISSUES

There are some issues where the school will be specially sensitive, and parents are asked to contact the Headteacher if they have particular concerns over them.

These are:

- Confidentiality: children will not be promised complete confidentiality, as staff are under an obligation to inform the Headteacher over certain matters including abuse, and risky behaviour. The Headteacher may inform other agencies over these matters, including informing parents.
- HIV/AIDS. This is no longer part of the Science curriculum but appropriate aspects will be covered in the sex education programme. This matter is dealt with if a child asks a question.
- Variety of family structures: Every effort will be made to value each child and his/her own family circumstances, but the value of a full and stable family life will be emphasised.
- Homosexuality (This will not be dealt with in Key Stages One or Two). Should a child ask, the matter is very briefly dealt with, carefully without an opinion expressed. We will actively discourage the use of homophobic insults or name calling.

METHODS

Sex education uses the same range of good practice in teaching and learning as other areas of the curriculum. These include information given in whole or part class groups, large and small group discussion, quizzes, role play, worksheets, the use of DVDs, artefacts and other A.V. aids, visiting speakers, visits out of school, individual reading, writing and investigation. Use is made of expertise from the Health Promotion Unit and other visitors. Materials and methods will be differentiated wherever possible to allow for effective learning by pupils of varying abilities. The school nurse may contribute to the teaching of this area of the curriculum. All teachers are responsible for teaching about and modelling good relationships and they also have the responsibility to deliver the National Curriculum Science Order according to the Q.C.A. Scheme of Work—in particular knowledge about puberty and how a baby is born.

Teaching programmes will be graduated and age appropriate and will take account of developmental differences. One to one or small group opportunities for discussion will be available.

MANAGEMENT

All teachers are involved in Health and Sex Education as part of their general teaching responsibilities, but it is managed and co-ordinated by the P.S.H.E. Co-ordinator. Their duties are:

- to devise and maintain a co-ordinated programme with continuity and progression
- to monitor and evaluate its effectiveness
- to develop and maintain a resource base
- to receive, disseminate and update information
- to liaise with outside agencies
- to produce and maintain a development plan
- to organise discrete Health Education events as appropriate
- to liaise with representatives of the Governing Body

LIAISON WITH OUTSIDE AGENCIES

It is the policy of this School to work with:

the Health Promotion Unit of the Health Authority
the Advisory Service of the L.E.A.
the Youth Affairs Officer of the Police Service