

## **SEX AND RELATIONSHIPS EDUCATION**

### **RATIONALE**

Sex and Relationships Education (SRE) provides knowledge about the processes of reproduction and the nature of sexuality and relationships, as well as understanding friendships, family and other relationships. It encourages the acquisition of skills and attitudes that allow pupils to manage their relationships in a responsible and healthy manner.

SRE is always taught within the Catholic context of our school. It is taught with regard to the personal, social, moral and faith development of the child. The Bishops Conference 1987 asked “all our schools... to consider their role in such education... so that our children and young people are given positive guidance and a true appreciation of all their human gifts.” We believe that as we, and our children, grow in our capacity to love, that we open ourselves to others (relationships) and make “real” God within us.

### **AIMS**

To enable each child to, in a positive way, have the ability to accept his/her own, and others' sexuality

To enable the children to enjoy relationships based on mutual respect, dignity and responsibility

### **OBJECTIVES**

- To engender growth in self-respect and self-worth, recognising that each of us is created in the image of God
- To explore the meaning and value of life and appreciate the values of family life
- To enable pupils to understand that love is essential and is the basis of meaningful relationships
- To enable pupils to reflect on their relationships and recognise the qualities which help relationships grow
- To enable children to identify, communicate and manage feelings
- To enable children's self-awareness, especially with regard to their bodies, their growth and change, and their emotional development
- To encourage pupils to reflect on their attitudes and values, and have a sense of responsibility for themselves
- To enable pupils to recognise the importance of the choices they make and that they are responsible for the decisions they make
- To promote awareness of peer, social and media pressures and help develop strategies for coping with these
- To have some understanding of and be sensitive to the beliefs, values and cultures of others
- To explain the process of procreation
- To correct misinformation and myth

## LEGISLATION

The Education Act and Sex and Relationship Guidance DfEE 2000 (which included Voluntary-Aided Schools), requires the Governing Body to consider:

- whether sex education should form part of the secular curriculum
- to make and keep up to date a separate written statement of their policy with regard to the content and organisation of the relevant part of the curriculum
- that the sex education encourages pupils to have due regard to moral considerations and the value of family life
- the teaching should be complementary and supportive to the role of parents

## PROGRAMME OUTLINE

The Department for Education recommends that all primary schools should have a sex and relationship education programme tailored to the age and the physical and emotional maturity of the children. It should ensure that both boys and girls know about puberty and how a baby is born – as set out in Key Stages 1 and 2 of the National Science Curriculum. Section 3 gives further information on what should be taught at these stages and how this should be rooted in the PSHE framework.

Elements of SRE taught through the Science Curriculum are:

### Key Stage 1

- notice that animals, including humans, have offspring which grow into adults

### Key Stage 2

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.
- describe the changes as humans develop to old age.
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Parents **do not** have the right to withdraw their child/children from these above aspects of the Science curriculum.

All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes. In the early primary school years, education about relationships needs to focus on friendship, bullying and the building of self-esteem.

### Suggested areas of learning:

YR: Say why someone is special to them

Recognise ways in which their family is special

Show a willingness to care about others

Learn to say 'thank you' and 'sorry'

Recognise and name everyday feelings

Know the people who look after them and their different roles and responsibilities

Learn to co-operate and share things

Use names for parts of their body they can see

Y1: Co-operate with others at work or play, physically & verbally – sharing, taking turns

Recognise worth in others, valuing their achievements,

Make positive statements about others

Understand other people have needs, feelings and opinions

Consider value of friendship  
Show willingness to care for others  
Recognise and name key emotions  
Understand the needs of plants and animals

Y2: Communicate and co-operate with others  
Be able to express positive statements about themselves and others  
Know the names of more parts of their bodies  
Know they have rights over their own bodies  
Consider qualities of friends and what they value  
Understand friendships can change  
Make new friends and deal with losing friends  
Begin to accept everyone as an individual, respecting others' needs/opinions/feelings

Y3: Co-operate, share and take turns  
Think about being a friend  
Be able to initiate friendships  
Know what helps and hinders friendships  
Consider ways of resolving differences  
Be able to recognise own and others' feelings  
Know what we do that makes others sad, cross, happy  
Respect other people's feelings, decisions, rights, and bodies

Y4: Express positive things about selves and others  
Recognise and be sensitive to the feelings and needs of others  
Develop an understanding of different types of relationships  
Understand what families are and what members expect of each other  
Know the different changes that take place in human life  
Develop skills needed for relationships – listening, supporting, showing care  
Know there are many different patterns of friendship  
Understand meaning of friendship and loyalty

Y5: Know the changes that will occur at puberty  
Know how these changes affect personal hygiene  
Know how to cope with periods at school  
Know that bodily changes are a preparation for sexual maturity  
Be able to discuss and ask questions about changing bodily needs  
Begin to demonstrate that their bodies and health are their responsibility  
Show an increase of knowledge and respect for others and other cultures

Y6: Talk about own feelings and reactions  
Negotiate and resolve conflict peacefully  
Think about making new relationships as they get older  
Understand about parenthood  
Know about human sexuality and that it is expressed in different ways  
Appreciate different ways of loving and its importance in a range of relationships  
Know ways of coping with difficult emotions, fears and worries  
Decide who has access to their bodies  
Take responsibility for their bodies and behaviour

### **CHILDREN WITH SPECIAL NEEDS**

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

## CHILD PROTECTION

Teachers need to be aware that effective Sex and Relationship Education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

If a disclosure is made, the staff member will inform the Headteacher/Child Protection Liaison Officer in line with the school's Child Protection Policy.

## SPECIFIC ISSUES

- Staff may not give personal advice on sexual matters
- Children should not be separated into gender groups for any of the work, but opportunities should be given for single gender groups to question and discuss issues/knowledge
- Sensitive issues (Homosexuality, AIDS, contraception, certain sexual practices) may be raised by the children; if so, the teacher should respond in an open and honest manner, **with regard to the children's level of understanding and the teachings of the Church**. It is inappropriate for the teacher to respond to the whole class where a child's question is particularly explicit. The child should be encouraged to talk with their parents or, if they have concerns of the child's safety, to talk with the teacher privately
- Where questions/answers cause a teacher to believe a child may be being abused, the teacher should refer to the Child Protection Liaison Officer (See above)

## PARENTS

Sex and Relationships DfEE 2000 places sex and relationship education within the framework for PSHE&C and recognises that parents are key figures in helping their children to cope with the emotional and physical aspects of growing up and in preparing them for the challenges and responsibilities which sexual maturity brings. Parents of Y5 and 6 are invited to view curriculum materials used in teaching and discuss the content. Parents are entitled to withdraw their child from sex education *except for the parts that are included within the science curriculum*.

### Procedure for withdrawal from sex education lessons:

- a) Parent has initial discussion with Headteacher
- b) If concerns still remain, parent may formally request removal of children in writing, stating exactly from which parts of the programme the child is to be excluded.

## MONITORING AND EVALUATION

Monitoring is the responsibility of the Headteacher, named Governor and person with responsibility for Sex and Relationship education.

The effectiveness of the SRE programme will be evaluated by assessing children's learning and implementing change if required.

Approved by Curriculum Committee      Date: 04/03/15

Review: 3 Yearly

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