

# **St Nicholas Catholic Primary School**



## **2.04 Relationship and Sex Education Policy**

T&L Spring 2 2017

Next review T&L Spring 2019

## **A POLICY FOR RELATIONSHIPS AND SEX EDUCATION**

### **SCHOOL MISSION STATEMENT**

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions about relationships and sex education (relationship and sex education). We set out our rationale for and approach to relationships and sex education in the school.

### **Implementation and Review of Policy**

Implementation of the policy will take place after consultation with the Governors in the Spring Term 2016-17.

This policy will be reviewed every 2 years by the Head teacher, relationship and sex education Co-ordinator, the Governing Body and Staff. The next review date is in Spring 2019.

The policy will be given to all members of the Governing Body, and all teaching and non-teaching members of staff. Copies of the document will be available to all parents through the school's prospectus and a copy is available in the school office. Details of the content of the relationship and sex education curriculum will also be published on the school's web site.

### **DEFINING relationship and sex education**

The DFE guidance defines relationship and sex education as "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 also about the teaching of sex, sexuality and sexual health". It is about the development of the pupil's knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. The DFE identifies three main elements: "attitudes and values, personal and social skills, and knowledge and understanding".

### **STATUTORY CURRICULUM REQUIREMENTS**

We are legally required to teach those aspects of relationship and sex education which are statutory parts of National Curriculum Science.

However, the reasons for our inclusion of relationship and sex education go further.

### **RATIONALE**

**'I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL'**  
(Jn.10.10)

We are involved in relationships and sex education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to relationship and sex education therefore is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of the Christian life is the Trinity, Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity. Relationship and sex education, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales and as advocated by the DfE, Relationship and sex education will be firmly embedded in the PSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centred on Christ's vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

All relationship and sex education will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from and support will be provided to help pupils deal with different sets of values.

### **VALUES AND VIRTUES**

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to the God's call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

### **AIM OF Relationship Sex Education AND THE MISSION STATEMENT**

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that relationship and sex education is an integral part of this education. Furthermore, our school aims state that we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit our Relationship and sex education to:

In partnership with parents, to provide children and young people with a "positive and prudent sexual education"<sup>3</sup> which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

#### **Objectives**

To develop the following attitudes and virtues:

- reverence for the gift of human sexuality and fertility;
- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world and their own bodily natures;

- responsibility for their own actions and a recognition of the impact of these on others;
- recognising and valuing their own sexual identity and that of others;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of marriage and family life;
- fidelity in relationships.

To develop the following personal and social skills:

- making sound judgements and good choices which have integrity and which are respectful of the individual's commitments;
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

To know and understand:

- the Church's teaching on relationships and the nature and meaning of sexual love;
- the Church's teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty;
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation.

## **Outcomes**

### **INCLUSION AND DIFFERENTIATED LEARNING**

We will ensure relationship and sex education is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help.

### **EQUALITIES OBLIGATIONS**

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children.

### **BROAD CONTENT OF relationship and sex education**

Three aspects of relationship and sex education - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole school / ethos dimension; a cross-curricular dimension and a specific relationships and sex curriculum.

Our specific relationships and sex education programme can be found at Appendix A.

### **PARENTS AND CARERS**

We recognise that parents and carers are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children. Parents/carers will be informed by letter when the more sensitive aspects of relationship and sex education will be covered in order that they can be prepared to talk and answer questions about their children's learning.

Parents will be able to view the relationship and sex education programme and the resources used by the school in the relationship and sex education programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's relationship and sex education programme to meet their child's needs.

Parents have the right to withdraw their children from relationship and sex education except in those elements which are required by the National Curriculum in science. Should parents wish to withdraw their children they are asked to notify the school by contacting the head teacher. The school will provide support by providing material for parents to help the children with their learning. We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

### **BALANCED CURRICULUM**

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an relationship and sex education programme that offers a range of viewpoints on issues. Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic teaching.

We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

### **RESPONSIBILITY FOR TEACHING THE PROGRAMME**

Responsibility for the specific relationships and sex education programme lays with the Head teacher and PSHE co-ordinator.

However, all staff will be involved in developing the attitudes and values aspect of the relationship and sex education programme. They will be role models for pupils of

good, healthy, wholesome relationships between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

#### External Visitors

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of relationship and sex education. Such visits will always complement the current programme and never substitute or replace teacher led sessions.

It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our code of practice developed in line with CES guidance 'Protocol for Visitors to Catholic Schools'<sup>4</sup>.

<sup>4</sup> Protocol for Visitors to Catholic Schools, CES, Feb. 2011

Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

### **OTHER ROLES AND RESPONSIBILITIES REGARDING relationship and sex education**

#### Governors

- Draw up the relationship and sex education policy, in consultation with parents and teachers;
- Ensure that the policy is available to parents;
- Ensure that the policy is in accordance with other whole school policies, e.g., SEN, the ethos of the school and our Christian beliefs;
- Ensure that parents know of their right to withdraw their children;
- Establish a link governor to share in the monitoring and evaluation of the programme, including resources used;
- Ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of relationship and sex education within PSHE.

#### Head teacher

The Head teacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service and the Local Education Authority, also appropriate agencies.

#### **PSHE/relationship and sex education Co-ordinator**

The co-ordinator, with the head teacher, has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to relationship and sex education and the provision of in-service training.

#### **All Staff**

relationship and sex education is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively

contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers will be expected to teach relationship and sex education in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching relationship and sex education. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

### **RELATIONSHIP TO OTHER POLICIES AND CURRICULUM SUBJECTS**

This relationship and sex education policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents (for example, Bullying policy, Safeguarding Policy etc)

Pupils with particular difficulties whether of a physical or intellectual nature will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of pupils.

### **CHILDREN'S QUESTIONS**

The governors want to promote a healthy, positive atmosphere in which relationship and sex education can take place. They want to ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people.

### **Controversial or Sensitive issues**

There will always be sensitive or controversial issues in the field of relationship and sex education. These may be matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the relationship and sex education programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion. (See also Sex and Relationship Guidance, 4.5 'Dealing with questions' 0116/2000, Department for Education and Employment, July 2000 for more detail)

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature.

### **SUPPORTING CHILDREN AND YOUNG PEOPLE WHO ARE AT RISK**

Children will also need to feel safe and secure in the environment in which relationship and sex education takes place. Effective relationship and sex education will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse they are required to follow the school's safeguarding policy and immediately inform the designated senior member of staff responsible.

### **CONFIDENTIALITY AND ADVICE**

All governors, all teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

All lessons, especially those in the relationship and sex education programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Christian understanding of what it means to be fully human.

Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with the school's pastoral care policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstance they would have to inform others, e.g., parents, head teacher, but that the pupils would always be informed first that such action was going to be taken

### **MONITORING AND EVALUATION**

The relationship and sex education Co-ordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals. The programme will be evaluated biannually by means of questionnaires / response sheets/needs assessment given to pupils, and / or by discussion with pupils, staff and parents. The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

## Progression of Sex & Relationship Education

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Moral message</b>	God created male and female.	We are created out of love and our true meaning is found in love. Men and women create new life with God.	God created us as male or female and it is an important part of who we are.	God has given men and women the gifts of love and new life.	It is important to respect God's gift of sexuality.	God loves us and although created in his image we are all unique!	
<b>Intro &amp; Context</b>	Love, relationships & Marriage	Marriage, love, family & babies	Wedding anniversary	Mum announcing her pregnancy	The amazing different systems in our bodies	Christian views of marriage and sexuality as an expression of love	
<b>Learning outcome 1.</b>	I understand that in marriage share their love for each other.	I understand that a man and a woman share life and love in marriage and by becoming parents	I understand how a cell is created when sperm from the father is joined with the ovum from the mother.	I understand how twins are created and that doctors can make pictures of babies inside the uterus using ultrasound.	I understand that fertility means the power to procreate and that we become fertile during puberty.	I understand that chromosomes, found in sperm cells and the nucleus of the ovum, are the instructions to create a unique human being.	
<b>Learning outcome 2.</b>	I understand that husbands and wives share their love by becoming parents.	I know about the beginning of human life inside the uterus and a deep reverence and respect for life before birth.	I understand that the foetus grows inside the mother and that the umbilical cord is the lifeline to the foetus.	I know the names of the male and female reproductive parts.	I understand how an adult female and male reproductive system works and how my body will change during puberty.	I understand that each trimester during pregnancy is a special developmental phase of the baby.	
<b>Learning outcome 3.</b>	I understand that human life begins in a special place called a uterus inside a mother's body and that it is a perfect home for a developing baby.	I understand how the human person grows inside the uterus and how they are born.	I understand that when a baby is born it travels from the womb through the mother's vagina.	I understand that sperm leave a male and enter a female's body during a 'special hold' known as sexual intercourse.	I understand how the menstruation cycle works.	I understand about the phases of labour and what is meant by a caesarean section.	
<b>Learning outcome 4.</b>	I understand that babies need special care after they are born and that God designed boys and girls to be physically different.	I recognise that my body is a gift from God and can appreciate and respect the differences between girls and boys.	I understand that the mother can feed a baby from her breast or a bottle.	I understand the role of the placenta during pregnancy and what premature means.	I understand that when a man is fertile semen leaves his penis by ejaculation and that when fertilisation takes place the man's penis becomes erect to fit inside the woman's vagina.	I understand about some of the emotional and social changes of puberty and the role of hormones.	
<b>New vocabulary introduced</b>	Pregnant, uterus, vagina, birth canal, penis, breasts	Scrotum, vulva, sperm, ovum, cell, sac, fluid, umbilical cord, navel	Conception, foetus, contractions	Ultrasound, testicles, fallopian tubes, ovaries, sexual intercourse, placenta, premature	Sexuality, fertility, puberty, fallopian tubes, cervix, vas deferens, urethra, menstruation, lining, ejaculation, erection, hormones, pubic hair. wet dream	Menopause, chromosomes, heredity, labour, trimester, caesarean, hormones	

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