



Relationships and Sex Education Policy

FEDERATION OF SACRED HEART BATTERSEA AND ST MARY'S RC PRIMARY SCHOOLS

Date September 2018

To be reviewed.....

Presented to governors

Reviewed (date).....

Signed (Chair of Governors).....

At St Mary's and Sacred Heart our mission statement states:

'We understand education to involve all the broad dimensions of human potential – academic, spiritual, social, physical and emotional potential and through the provision of a broad and balanced curriculum to recognise and to celebrate each person's uniqueness.'

'In our school community we seek to live the Gospel Values - Faith, Hope, Love, Justice, Service, Forgiveness, Witness, Respect– all of which we understand as part of living like Christ in loving relationships with each other. '

Article 29 of Unicef's Convention of the right of a child.

'Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures.'

Rationale

At Sacred Heart and St Mary's, we believe any teaching of human love must be within the whole context of our faith in God. Education for human love is part of a whole school approach to personal, social, emotional, physical and moral development and is underpinned by the values and teaching of the Catholic Church. The education in human love reflects the need to consider the whole person and is placed in the context of and supporting the Christian ethos of the school itself and the mission statement that drives our school.

The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people to learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.'

DfE Sex and Relationship guidance July 2000

Our Aims

- To ensure all pupils receive suitable education and guidance for personal relationships.
- To encourage pupils' growth in self-respect, acknowledging that we are all created in the likeness of God.

- To provide children and young people with a knowledge and understanding of the Church's teaching on relationships and sexual love.
- To provide pupils with a positive understanding of what constitutes good, loving relationships.
- To help pupils to understand the nature of relationships and to encourage them to reflect on their own relationships and respect the difference between people.
- To offer a secure environment and the opportunity to discuss fears, anxieties, to answer questions based on the Catholic teachings and to give reassurance.
- To prepare pupils for changes at puberty, both physically and emotionally.
- To prepare pupils to play an active role as citizens and to understand the Catholic vision of what is meant to be a citizen of the Kingdom of God.

Church Teaching

'In a catholic school any teaching or formation on human love and human development must be within the whole context of our faith in God who reveals himself in Jesus Christ. It is through our love of God and of neighbour that we reciprocate God's love for us.'

Education in Human Love- Diocesan Policy for Relationship and Sex Education June 2016

According to the *Diocesan Policy for Relationship and Sex Education June 2016*, effective RSE in Catholic schools must be designed around three cornerstone principles.

1. Pupils need clear, accurate and sound knowledge
2. Church teachings are presented in a forthright and clear manner, using specific references provided by the Church.
3. In presentation of both knowledge and Church teachings, age appropriateness and the awareness of child development is key. Instruction should match the child's development level and, as with all learning, be aware of individual differences.

“Sex education should provide information while keeping in mind that children and young people have not yet attained full maturity. The information has to come at a proper time and in a way suited to their age”

The Joy of Love by Pope Francis 2016

In a Catholic school any teaching or formation on human love and human development must be within the whole context of our faith in God who reveals himself in Jesus Christ, as it is through our love of God and of neighbour that we reciprocate God's love for

mankind. As the term 'Relationship and Sex Education' (RSE) indicates, the emphasis is placed on the understanding and formation of respectful, loving relationships which exist between friends and within families.

Marriage is one such loving relationship. The Church's sacramental understanding of marriage explains how we can meet Christ through the adventure of learning to love one another. Pope Francis tells us that "Christian marriage is a sign of how much Christ loved his Church in the covenant sealed on the cross, yet it also makes that love present in the communion of spouses"¹ He then explains that "the sacrament of marriage flows from the incarnation and the paschal mystery, whereby God showed the fullness of his love for humanity by becoming one with us."

Pupils must be aware that the marriage (Same Sex Couples) Act 2013 extends civil marriage to same sex couples in England and Wales. Nothing in the act affects Catholic schools' rights to teach on marriage or on same sex relationships in accord with the norms of the Catholic Church, provided it is done in an appropriate and sensitive way.

'Understanding how relationships work and developing relationships skills give a context for understanding human sexuality. Catholic theology informs us that this can happen through the love between man and woman.'

Education in Human Love- Diocesan Policy for Relationship and Sex Education June 2016

Statutory Requirement

Education for personal relationships is statutory in the Foundation Stage where Personal, Social and Emotional development is a Prime area of learning.

All maintained primary and secondary schools must teach the RSE elements of the National Curriculum Science Order. All maintained primary and secondary schools must have an up to date policy for RSE, even if the policy (in the primary phase) is not to provide such a programme.

Parents have a right to withdraw their children from all or part of the sex education provided, but not from the biological aspects of human growth and reproduction as required by the National Curriculum Science Order. Although legislation currently allows Governing Bodies in primary schools to have a policy of not teaching RSE, it is the Diocesan view that RSE is an important part of the partnership between parents and schools. Age appropriate RSE should be part of the curriculum in all schools (primary and

¹ Libreria Editrice Vatican Amoris Laetitia: The Joy of Love (19th March 2016) paragraph 73

secondary, academy or voluntary aided) in the Archdiocese of Southwark. The Governing Body of The Federation of Sacred Heart and St Mary's RC Primary school support this view and to this end have produced this policy document.

Parents and Carers

Education in human love is a joint partnership between schools and parents. Parents are the prime educators of their children and the school seeks to support them in this role. The school is sensitive to the parent's role in sex education. Pupils are protected from teaching and materials which are inappropriate, having regard to the age and the religious and cultural background of the pupils concerned, however, parents have the right to withdraw their child from all or part of the education for personal relationships provided outside national curriculum science.

We believe that our school has a key role in supporting parents in their primary responsibility in enabling their child to grow in understanding of human relationships and to educate and inform them in all matters personal and growth development. We give parents the opportunity to view all the material we plan to use with the children as well as showing them any media also used in the teaching of personal relationships.

'Sex and relationship education should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and of society of preparing pupils for the opportunities, responsibilities and experiences of adult life.'

DfEE Sex and Relationship Guidance July 2000

Teachers and other adults

Relationship and Sex Education is a whole school issue. All staff are involved in developing the personal and social skills that contribute to human flourishing. As well as delivering curriculum content in the classroom, staff are also role models around the school, giving examples of conflict resolution and establishing relationships of mutual trust and respect. All staff have a responsibility of care and safeguarding of pupils. They should actively contribute to guidance of the physical, moral and spiritual well-being of their pupils. This work must be in line with the school's Catholic ethos and current legislation.

National Curriculum Science

Key Stage One

Children should be taught:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

- Notice that animals, including humans, have offspring which grow into adults.
- They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.

Key Stage 2

Children should be taught:

- They should observe life-cycle changes in a variety of living things, Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in 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.

Education in Human Love delivery:

“Sex education should provide information while keeping in mind that children and young people have not yet attained full maturity. The information has to come at a proper time and in a way suited to their age.”

*Pope Francis Amoris Laetitia
March 2016*

It is important that pupils are informed accurately about their physical development and what the Catholic Church teaches. We teach the programme of study using a resource produced by the Birmingham Diocese Department of Religious Education called ‘All That I Am’. We also use the developmental programme called ‘A Journey in Love’ by Sr Jude Groden across the school, alongside ‘All that I am’ to help younger children understand that they are part of the wonder of God’s love and creation. Both programmes are recommended by the Southwark Education Commission.

Key Stage 2

Using 5 episodes (Individual, Physical, Social, Emotional and Spiritual), the Year 5 sessions aims to both augment pupil's understanding of their physical and emotional development

and promote ways in which young people can examine stereotypes of masculine and feminine behaviour.

The first session contains five episodes in video form with accompanying support materials for teachers. Each of the episodes and support materials address specific learning objectives:

Episode 1 - Individual

Pupils will learn:

- that they are unique and made in the image of God
- that physical and emotional growth is common to all of us and a normal part of becoming an adult
- to accept and respect themselves

Episode 2 - Physical

Pupils will learn:

- that the difference between boys and girls is part of God's creative and loving work
- vocabulary to describe menstruation
- to celebrate the difference between boys and girls

This episode will be built on in Year 6 when male physical development is explored.

Episode 3 - Social

Pupils will learn:

- what the Church teaches in relation to personal responsibility and the dignity of the person
- to take responsibility for their personal hygiene
- how to manage socially awkward situations

Episode 4 - Emotional

Pupils will learn:

- how the Church recognises the importance of our emotions and how they can shape our actions
- to identify a wide range of feelings in themselves and others
- to take responsibility and manage their feelings appropriately

- an awareness of the responsibility we have towards each other

Episode 5 - Spiritual

Pupils will learn:

- that our spiritual relationship with God links together and transforms all aspects of our person
- the basics of authentic friendship with others and God
- when they do and do not feel comfortable with themselves
- to identify when confidentiality is and is not appropriate

The video and teacher support material aims to help augment pupils' understanding of their physical and emotional development and promote ways in which young people can examine contemporary stereotypes of masculine and feminine behaviour and assume responsibility for their actions.

Year 6

These sessions build on the Year 5 resource with the purpose of providing further and more detailed accurate information about pupils' human and physical development.

The second session in the programme contains three episodes in video form with accompanying support materials for teachers. This programme builds on the Year 5 resource "All that I am" with the purpose of providing further and more detailed accurate information about pupils' human and physical development: information that will help develop and nurture pupils' self awareness , confidence and skills

The Year 6 programme aims develop pupils' ability to:

- Express opinions
- Listen to others and be listened to
- Respect other people's viewpoints
- Recognise the physical and emotional changes that are happening during puberty
- Be self-confident in a range of new situations, such as seeking new friends
- Recognise their own self-worth and identify positive things about themselves

The first episode is a reprise of the Year 5 resource that looks at the Individual, Physical, Social, Emotional and Spiritual aspects of the human person. Where children have not engaged with the resource, teachers may wish to begin with the Year 5 resource first before embarking on the Year 6 material.

Each of the episodes and support materials address specific learning objectives:

Episode 1 - The Road Ahead, Recap and Reprise

Pupils will learn:

- to recap on the 5 episodes in the Year 5 Resource
- to reprise female physical development

Episode 2 - The Road Ahead, Your changing bodies - Boys

Pupils will learn:

- to have knowledge and understanding of male physical development

Episode 3 - The Road Ahead, Personal Behaviour

Pupils will learn:

- to have self-confidence and skills
- to translate these into personal behaviour in a range of situations such as making new friends

The video and teacher support material aims to help augment pupils' understanding of their physical and emotional development and promote ways in which young people can examine contemporary stereotypes of masculine and feminine behaviour and assume responsibility for their actions.

Primary - Secondary School Transition Programme of Study

The transition year, before pupils move onto secondary school, supports pupil's ongoing emotional and physical development effectively. Using the 'Primary Secondary Project' resources provided by Wandsworth, pupils in year 6 are guided and supported through the process of transition from Primary School to Secondary School. The resource acknowledges and builds upon the work carried out by the 'All That I Am' programme of study.

Although the programme is aimed at all pupils in Year 6, there is an opportunity for a number of pupils, who require more support with transition, to complete a workshop programme.

Pupils will be supported with:

- The New School and travel routes.
- Dress codes for Secondary Schools.
- Strategies for overcoming difficult situations eg, bullying.
- Strategies for overcoming their own fears and weaknesses.
- Managing a new environment.
- Break and Lunch times.
- School Rules.

Cross Curricular Approach

The aspects of education for personal relationships that are not included in the science curriculum are delivered through personal, social, health education (PSHE) and the PATHS (Promoting Positive Thinking Strategies) scheme of work.

There are no statutory documents for PSHE produced by the Department for Education. However, PSHE programmes of study and end of key stage statements to help teachers assess progress published previously by the Qualifications and Curriculum Development Agency (QCDA) are relevant and useful, supplemented by the SEAL programme.

Government guidance on SRE

In 2000, the Department for Education published non statutory guidance on the delivery of RSE through the PSHE framework. The guidance aims to help schools to plan RSE policy and practice and includes teaching strategies, working with parents, and confidentiality.

- There should be an emphasis on developing knowledge, skills and attitudes and appropriate teaching methods.
- Primary schools should ensure that both boys and girls know about puberty before it begins.
- Teachers should develop activities that will involve boys and young men as well as girls and young women.
- Policies should be developed in consultation with parents, young people, teachers and governors.

- All schools have a duty to ensure that the needs of children with special needs and learning disabilities are properly met.
- The needs of all pupils should be met, regardless of sexual orientation, religion, SEN need or ethnicity.
- RSE should be planned and delivered as part of PSHE and citizenship.

Inclusion

The curriculum should provide relevant and challenging learning to all children.

Children and young people with special needs and/or learning difficulties should still follow a structured RSE programme but at a pace and with content that meets the needs of the children and young people concerned. Some young people may only achieve very limited progress in RSE, but it is important to continue to provide extra guidance, support and resources to help develop the skills and understanding they need to support them in the adult world.

This extra support may be in a range of forms including:

- Extra time to reinforce the content of the lesson. This may be to clarify content to enable the child/young person to fully understand the work they are doing.
- Modifying and amending resources to support access for the children/young people. The content of resource may need to be simplified or made more explicit.
- Providing a wider range of learning opportunities, which use the pupil's existing knowledge and experiences.
- Identifying other areas of the formal and informal curriculum time where the knowledge and understanding of RSE can be reinforced and developed further.

Role of the Governors

“Governors have a number of relevant duties relating to PSHE education, but perhaps most notably in relation to determining their school’s approach to RSE. The Review believes that governing bodies should retain this right, but underlines that this relates to *how* – rather than *whether* – individual schools deliver RSE. Moreover, governing bodies have a duty to prepare and publish a written policy on the provision of RSE and for this policy to be open to inspection at the school, and a copy provided free in response to a request from any parent of a pupil” (*Independent Review of the proposal*)

to make Personal, Social, Health and Economic (PSHE) education statutory (Sir Alasdair Macdonald, 2009)

Disclosures/Confidentiality /Child Protection

A set of ground rules will help teachers create a safe environment in which they do not feel embarrassed or anxious about unintended or unexpected questions or comments from pupils. Ground rules might be developed as part of the school's sex and relationship education policy or individually with each class or year group. Disclosures from pupils may take place at an inappropriate place or time. If this should happen the teacher should report their concerns, at the first available moment, to the designated Child Protection Officer (**Mr Brading, Mrs Mitchell (St Mary's) and Mrs Byrne (Sacred Heart)**) who, if necessary, will follow the appropriate procedure in light of the disclosure.