



## Sex and Relationships Education Policy

Our Mission Statement makes our aims clear:

**'We play together, We laugh together, We work together, We pray together.'**

### **Rationale for SRE**

Pupils' personal, social, health and emotional development are promoted in our school by a supportive school ethos, where all are valued and encouraged, where positive relationships are seen as important and there is a safe and secure learning atmosphere. **In our school, sex and relationships education is offered through the Science national curriculum.**

### ***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 Department for Education Sex and Relationship Education Guidance**

The secretary of state for education and Employment has issued guidance on sex and relationship education. It states 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. It also states that all children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes.

Children should be taught about changes in the body related to puberty, such as periods and voice breaking; when these changes are likely to happen and what issues may cause young people anxiety and how they can deal with these; and how a baby is conceived and born.

### **National Curriculum Statement of Values**

Although this relates specifically to PSHE, several elements are worth considering for SRE:

"...They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up... They learn to understand and respect our common humanity, diversity and differences so they can go on to form the effective, fulfilling relationships that are an essential part of life and learning."

### **Objectives in relation to values, attitudes, skills, knowledge and understanding.**

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.

- To enable pupils to develop knowledge, understanding and good communication skills in order to facilitate appropriate personal decisions.
- To enable pupils to form positive relationships.
- To emphasise the role and value of family life.
- To generate an atmosphere where questions can be asked in trust and without embarrassment.
- To understand the changes that are experienced during puberty
- To understand how a baby is conceived and born - reproduction
- To have respect for oneself and others and to demonstrate trust, honesty and loyalty in relationships.

### **Assessment, reporting and recording**

Teachers should begin with a diagnostic form of testing to identify where the children are at in terms of their knowledge and understanding. At the end of the unit the teacher should evaluate what has been learnt and how effective their teaching has been.

### **Parental involvement**

We ensure parents are fully informed of the SRE policy and they are able to view, in advance, any materials used. Parents can discuss any specific topics that will be covered with the school nurse or class teacher. **Consent is also obtained from parents regarding their child's involvement. Parents have the right to withdraw their child from the unit of study.**

### **Teaching and Learning**

Sessions regarding puberty and reproduction under the guidance of the school nurse. Each unit will last for one session. A planning session with a member of the teaching staff will always be held with the external speaker before the sessions begin in order to ensure the suitability of the content. The visitor will also be supervised by a member of staff at all times.

### **The individual**

Pupils will learn

- that they are unique and made in the image of God.
- That physical and emotional growth is normal and common to all of us.
- To accept and respect themselves.

### **Physical Development**

Pupils will learn

- That differences between boys and girls are part of God's work and such differences should be celebrated.
- Vocabulary associated with menstruation and the reproductive organs.

### **Social Development**

Pupils will learn

- About the Church's teaching on personal responsibility and dignity.
- To take responsibility for personal hygiene.
- How to manage socially awkward situations.

### **Emotional Development**

Pupils will learn

- How the Church recognises emotions and how they shape actions.
- To identify a range of feelings in themselves and others.
- To accept responsibility and manage their feelings.
- About the responsibility we have towards each other.

### **Spiritual Development**

Pupils will learn

- That our spiritual relationship with God transforms all aspects of our person.
- About friendships with others and God.
- When they do/ don't feel comfortable with themselves.
- When confidentiality is/isn't appropriate.

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