

# **St Thomas More RC Primary School Sex and Relationships Education Policy**

## **Introduction**

Sex and Relationship Education is defined 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/himself as a fully human and sexual being, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. The DfES document identifies three main elements: “attitudes and values, personal and social skills and knowledge and understanding”.

## **Principles**

Whilst fully acknowledging and complying with legal requirements, we stress the Christian influence on our teaching of all areas of the curriculum and that this teaching is placed firmly within the tradition of the Roman Catholic faith. Sex education is an integral part of the growth and development of our pupils and cannot be neglected if the school is fulfilling its statutory obligation. We view the partnership of home, school and parish as vital in providing the context for the lifelong process of religious formation. Positive and prudent sex education begins within the family and we cannot overstate the importance of parental involvement. “The first and primary educators of children are their parents...” (Religious Dimensions of education in a Catholic School). We believe that sex and relationship education is a lifelong process, which recognises that human sexuality is gift from God. Because of this, we strive for the very highest of Christian ideals in our teaching and learning.

## **Aims**

Sex and relationship education is more than a body of knowledge. It includes biological knowledge and understanding of how the reproductive system works but it also includes knowledge and understanding about relationships, feelings and behaviour and about making choices.

Because of this we aim to:

- Provide an accurate knowledge and understanding about sexuality and relationships appropriate to age and ability.
- Raise their awareness in keeping themselves safe from harm and in protecting themselves from exploitation.
- Engender growth in self-respect and self-worth, recognising that each of us is created in the image and likeness of God.
- Explore the meaning and value of life and give some appreciation of the values of family life.
- Enable pupils to have an understanding that love is central to and the basis of meaningful relationships.
- Enable pupils to have an understanding of their own bodies and their emotional development as they grow and change.
- Encourage pupils to grown in awareness of their own attitudes and values and develop a sense of responsibility for themselves.
- Enable pupils to develop personal and social skills and to reflect on their own relationships recognising the qualities that help relationships to grow and develop in a positive way.

We believe that the development of a positive, person-centred education is at the heart of Catholic Christian education. Our aims therefore, support the personal, moral, and social development of all pupils, ensuring that they have the ability to accept their own and others’ sexuality in positive ways, without discrimination and to enjoy relationships based on mutual respect, dignity and responsibility free from abuse.

## **Roles and Responsibilities: Parents**

Parents are the first and best educators of their children’ (Second Vatican Council). At St Thomas More RC Primary School we seek to support parents in their role through working in partnership with them. Prior to the children’s instruction, a letter will be sent to parents in Year 6. This will contain a schedule of teaching so that parents can be encouraged to talk to their children about the lessons at school. Parents would also be welcome to consult with the Year 6 class teacher and have an opportunity to see the resources used should

there be any further queries. Parents are informed they have the right to withdraw their children from sex and relationship education if they so wish, with exception of those elements that are required by the National Curriculum. Any such request should be made in writing.

### **Withdrawal from Sex Education Lessons**

It is expected that all children join in sex education lessons which will be taught from a Catholic perspective, but any parents wishing to withdraw their children from these lessons can do so.

### **Roles and Responsibilities: Teachers**

Teachers will advise governors on the content and organisation of sex and relationship education through the Sex and Relationships Education Programme of Work. Working in partnership with health education professionals, teachers will have the ultimate responsibility of using their professional skills to develop and teach the sex and relationship education curriculum. Opportunities will be provided for review and evaluation of the programme on an annual basis and this will be in consultation with the Headteacher and health professionals as appropriate. The Headteacher will have responsibility for dealing with requests from parents to withdraw children from sex and relationships education lessons.

### **Management of Teaching and Learning**

#### **Foundation stage and Key Stage 1 will endeavour to help children to:**

- Understand the importance of valuing themselves and others
- Recognise their membership of the family and recognise the roles of individuals in the family.
- Be able to name the external parts of their body.
- Recognise that babies have special needs.
- Appreciate relationships; in school, community, friends, family, working together, playing and praying together.
- Know about rituals of emotions and how we can deal with them.
- Know about being safe.
- Have an awareness of personal health and safety and hygiene issues.

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#### **At Key Stage 2 teachers will endeavour to help children to:**

- Value themselves as children of God and their bodies as God's gift to them.
- Understand that they grow and change through life.
- Understand what is meant by relationships within families, friends and communities
- Develop an appreciation of what is involved in bringing up children and what responsibilities parents have.
- Become aware of different patterns of relationships.
- Know the rituals celebrated in Church related to birth, marriage, death, forgiveness, decision making: the sacraments of Baptism, Matrimony, sacrament of the sick, Confirmation and Holy Orders.
- Believe that God has a purpose in their lives and that they have a vocation
- Be aware of their changing emotions and the need to respect other peoples' emotions and feelings.
- Begin to about and understand the changes that come through puberty.
- Know and understand their own bodies and the need for personal hygiene.
- Know the basic biology of human reproduction.
- Appreciate that life is a precious gift from god.
- Become aware of the choices they make and that they are good choices and wrong choices.
- Recognise the importance of forgiveness in relationships and the all-embracing forgiveness of God.

### **Cross-Curricular:**

At St Thomas More RC Primary School all teachers recognise that the content of a sex and relationship curriculum, requires enormous sensitivity on the part of the adult in its delivery. The emphasis we place on positive relationships permeates all aspects of the curriculum and forms the basis of attitudes within our school. The content of the sex and relationship education curriculum normally occurs within the

framework of our Religious Education teaching, the PSHE framework, PSHE the National Curriculum and in line with our science programme. DfES guidance recommends that both boys and girls know about puberty and how a baby is born as set out within the National Curriculum.

### **Resources**

A Journey In Love by Sister Jude Groden (Nursery – Year 4)

All that I am - Archdioceses of Birmingham (Year 5)

All that I am: The road Ahead - Archdioceses of Birmingham (Year 6)

### **Programme of Work**

See Appendix 1

### **Monitoring and Assessment**

Teachers at St Thomas More RC Primary school are encouraged to critically reflect on their work in delivering the sex and relationship education programme to engage children in consideration of the relationships in which they are involved. Implicit in good teaching is teachers' on-going assessment and evaluation of their own performance and delivery as well as how lessons have been received and understood by the children. We work within a climate of on-going monitoring and evaluation of the effectiveness of our work and this process will impact on the sex and relationship programme as with other curriculum areas.

### **Special Educational Needs**

Due to the unique nature of this subject, special needs will be considered in terms of the child's relationship with others, him/herself and God. These relationships may be affected by circumstances such as bereavement, family difficulties, family breakdown, damaged friendships, arguments etc. Special needs may be qualified as long or short term but none the less should be acknowledged at the appropriate level.

Due regard will always be given to the ethnic diversity of our school community so that all teaching is presented in a manner sensitive to our cultural diversity.

### **Confidentiality**

Confidentiality is crucial to the success of the group dynamics. Apart from child protection issues, if the children are to trust and value each other's responses, they need to know that what is said in the sessions will not be repeated. As the group grows in confidence and in trust together, sessions may take longer as pupils begin to share personal hopes, fears, expectations and feelings.

At the start of lessons exploring Sex and Relationships Education, teachers or other professionals (such as School and Community nurses) will establish clear ground rules for these lessons.

### **Dealing with disclosures.**

As children become involved in the sessions and the activities, the group will grow in confidence and in trust. It might be possible that a child may disclose something that has happened to them in the past or is happening to them now. It may become clear they are frightened of something or they know something about another child's situation. Whilst such situations are rare teachers need to know how to deal with them and should follow the school's policy on child protection.

### **Other Issues**

Any issues arising, other than from the policy, will be dealt with by the class teacher sensitively, either on an individual or class basis depending upon the topic.

**Designated Teacher:** Helen Skertchly

**Date agreed by staff:** October 2012

**Signed on behalf of the Governing Body:**

**Date agreed with Governing Body:**

**Date of Review:** October 2014

## **Appendix I: Sex and Relationships Education Programme of Work**

The Sex and Relationships Education Programme of work for Nursery to Year 4 uses 'A Journey in Love' by Sister Jude Groden. This includes a key teaching programme of activities based around the areas of physical, social, emotional, intellectual and spiritual. There is a CD-Rom with powerpoint presentations to support this teaching too and further resources can be found in the PSHCE resource area.

### **Year N: Wonder at God's Love**

Learning Objective: Children begin to know and understand that they are part of the wonder of God's love and creation

Vocabulary: God, wonder, love, creation, hands, fingers, nails, faces, noses, lips, ears, hair, features, colour, shape, size

### **Year R: God loves each of us in our uniqueness**

Learning Objective: Children know and understand that God has made them unique and that although we are all different we are all special to him.

Vocabulary: God, unique, different, special, eyes, hair, boy/girl, hands, fingers, name, family, love, womb, describe

### **Year 1: We meet God's love in our family**

Learning Objective: Children know and understand that they are growing and developing as members of their own family and God's family.

Vocabulary: unique, friend, God, important, different, special

### **Year 2: We meet God's love in the community**

Learning Objective: Children know and understand that they are growing and developing in a God-given community.

Vocabulary: God, community, belonging, family, father/mother, carer/guardian, feelings, emotions

### **Year 3: How we live in love**

Learning Objective: Children know and understand the virtues essential to friendship, eg loyalty, responsibility ... and experience the importance both of forgiving and being forgiven and of celebrating God's forgiveness.

Vocabulary: God, community, belonging, family, father/mother, carer/guardian, feelings, emotions

### **Year 4: God loves us in our differences**

Learning Objective: Children know and understand that they are all different and celebrate these differences as they appreciate that God's love accepts us as we are and as we change.

Vocabulary: God, gifts/talents, difference, development, change, male and female body parts, conflict, appreciate, celebrate, achievement

The Sex and Relationships Education Programme of work for Year 5 to Year 6 uses the All That I Am teaching materials and resources (published by Archdiocese of Birmingham).

The programme aims to help:

- augment pupils' understanding of their physical and emotional development.
- promote ways in which young people can examine contemporary stereotypes of masculine and feminine behaviour and assume responsibility for their actions.

## **Year 5**

There are five episodes in the video with accompanying support material for teachers. From the very beginning it will be important for teachers to establish ground rules, so that all pupils feel secure in exploring this area of the curriculum. Teachers must create a secure atmosphere in which children can learn about themselves, listen to each other and examine what the future may hold. Each of the episodes and support materials address specific learning objectives as identified below:

### **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

Key Vocabulary: individual physical growth, respect, unique spiritual growth, emotional growth

Resource: DVD, individual resource sheet 1

### **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 looked at.

Key Vocabulary: Scientific vocabulary: ovary, uterus, blood, menstruation, lining, the menstrual cycle

Other vocabulary: female, unique, dignity, creative, change, maturity

Resources: sheets 2 a-c, 3, 4, 5a-b

### **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 personal hygiene
- how to manage socially awkward situations

Key Vocabulary: personal, hygiene, perspiring, deodorant, responsibility, lifestyle, bacteria

Resources: DVD, resource sheet 6,7,8

### **Episode 4 – Emotional** *Pupils will learn:*

- how the Church recognizes 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

Key Vocabulary: emotional, feeling, sharing, responsibility, self-awareness, respect

Resources: DVD, resource sheet 9

### **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

Key Vocabulary: spiritual, confidential, trust, friendship, journaling

Resources: resource sheet 10

## Year 6

The Year 6 programme aims to 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

There are six sessions in the DVD with accompanying support materials for teachers. These sessions are covered by three episodes in the resource book.

### **Episode 1 – Recap and Reprise** *Pupils will learn:*

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

Key Vocabulary: physical, emotional, individual, menstruation, puberty, responsibility, emotions, hygiene, friendships

Resource: DVD Looking Back, Resource sheets 1a-c, 2, 3, 4a-b, 5a-b

### **Episode 2 – Your Changing bodies – boys** *Pupils will learn:*

- to have knowledge and understanding of male physical development

Key Vocabulary: equality, development, changes, individual, muscles, testicles, penis, hair, growth

Resources: DVD, resource sheet 6a-b, 7

### **Episode 3 – Personal Behaviour** *Pupils will learn:*

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

This episode is divided into 4 sessions, each based on a separate extract from DVD. Each session has a suggested dialogue to use.

Session 1: video - Responsibility

Session 2: video - Big Fish in a Small Pond - (resource sheet 8)

Session 3: video - New faces, New friends

Session 4: video - The Road Ahead - (resource sheet 9 and 10)

The '*Life Organisation*' is a very useful resource and should be used in Year 6 alongside the '*All that I am*' programme.

The School Nurse is also a useful resource and she is able to help teachers in the delivery of the Year 6 objectives whilst still supporting the Catholic Ethos of the school.

The use of a question box could also be encouraged to help those who feel unsure or less confident about raising questions whole class.