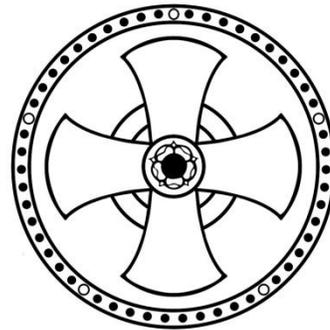


Our Lady of Lourdes Catholic Primary School

Policy for Sex and Relationships Education

Live
Love
Learn



SCHOOL MISSION STATEMENT

Our purpose is to live, love
and learn
as a school community
in partnership with home,
parishes and the wider world.

We place our faith in God,
And the Gospel Values of His Son,
Jesus Christ,
At the centre of all we do.

We come together
as witnesses to His example;
to serve, to challenge
and to encourage growth
into all that we are created to be.

Each individual shares
in the role of teacher and learner.
We rejoice in, and celebrate
all our achievements and uniqueness,
as a family.

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Loving for life

The title reflects our view that Catholic education has something important to say about Sex and Relationships Education. Christ's command 'Love one another as I have loved you', is the key and foundation for human and spiritual fulfillment and happiness. As human beings created body and spirit, our whole personality is shaped by our sexuality. 'Male and female he made them, in his own image he made them'. Sex and relationships education, therefore, is a fundamental entitlement of our children and young people and the family is the central context in which this education takes place. We believe that 'God saw all that he had made and found it very good' and that includes our bodies and our sexuality, in its widest sense is his gift to us. In growing up, children and young people gradually experience and become fully aware of themselves. As a Catholic community, we want to support their personal and spiritual development by offering them a mature and well rounded approach to the difficult questions that they face with regard to the appropriate expression of their love for others. The unconditional loving intimacy of husband and wife are the model that Christ proposed and we bear witness to his teaching, while being able to understand that in our society and among our young people, different models and approaches may often arise and raise difficult questions. We offer both a listening ear, a warm hearted approach and a faith that inspires us to see in our humanity the place where God reveals his love.

Diocese of Arundel and Brighton 2007

Introduction

Our Lady of Lourdes SRE Policy forms part of our EPR Policy document and is committed to developing each child towards becoming fully human and fully alive as a unique creation made in God's image. In order to fulfill this aim we will strive to ensure appropriate teaching in this area which will support our pupils:

"spiritual, moral, social, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of adult life."

Section 351 Education Reform Act 1996

Our SRE programme is rooted in our R.E. scheme of work "Come and See" and our EPR Framework, elements are also delivered through our Science curriculum.

Our education system guarantees parents rights to withdraw their children from school sex education, however there is no opportunity to withdraw children from lessons on human growth / reproduction which are statutory within the National Curriculum. We believe that the SRE programme can only be successful when it grows out of parental support and in turn supports parents in their critical role.

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General Principles

The Governing Body believes that Sex and Relationships Education (SRE) is an essential part of a holistic education since its focus is the individual, uniquely created by God in His own image. Through SRE children come to understand more about themselves, others and the beauty of Creation and it enables them to grow and share the experience of belonging to a community with Gospel values.

We see our SRE provision as lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. Sex and relationship education should empower young people, build self-esteem, offer a positive view of sex and sexuality and support sexual self and mutual acceptance and respect based on Christian values and Catholic teaching.

We recognize the need to work with parents and carers to ensure a shared understanding of SRE and to deliver an effective programme that meets the needs of our pupils. It should, therefore, contain these three main elements:

- Attitudes and Values
- Personal and Social Skills
- Knowledge and Understanding

According to Section 351 of the Education Reform Act, SRE should “ support and promote our pupils’ spiritual, moral, social, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of adult life.”

This policy links with other school policies such as the anti-bullying policy, the equal opportunities policy, health and safety policy, the PSHE policy

Mission Statement

The Governors recognise that it is their duty to provide a programme of SRE for pupils which supports parents in their key role as teachers in this.

SRE is presented in the context of Gospel values and the Church’s teaching on morality.

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Aims and Rationale

Our approach to SRE will be a positive one because:

Sexuality is a gift from God.
We are made to love and be loved.

What we say with our bodies should reflect what we mean in our hearts and minds.
Mature Christian sexuality involves openness and commitment to others.
Genuine love is creative.

We affirm that human sexuality is an essential dimension of personal identity as it forms a fundamental part of God's gift of Life. We offer a profound understanding of the joy and depth of human sexual relationships.

"In his own image he made them, male and female he made them...God saw all that he had made and found it very good."

AIMS

- To develop in pupils a sense of their own self-worth and uniqueness as created by God.
- To help pupils to come to a deeper understanding about themselves as they grow.
- To provide pupils with accurate, factual information about the reproductive process according to age, experience and level of understanding.
- To teach pupils to respect their own and each other's bodies.
- To teach pupils about the importance of love and respect in relation to all relationships and *especially* sexual relationships and to set this in the context of family life and marriage.
- To teach pupils about responsibility for oneself and others.
- To develop an understanding about the importance of parenting skills.

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- To develop an awareness of the importance of emotions, feelings, instinct and right judgement in relation to self protection.
- To develop an awareness of an individual's legal context regarding sexual behaviour. (Key Stages 3 & 4)
- To help pupils recognise the physical, emotional and moral risks of casual and promiscuous behaviour.
- To present fact in an objective and balanced manner and to use appropriate terminology to enable pupils to discuss issues without embarrassment or fear.
- To provide a supportive environment for SRE to take place where questions can be asked and honestly answered.

METHODOLOGY

We aim to develop in our pupils an understanding of the biological, emotional, social, legal, moral and religious aspects of sex and sexuality. SRE is firmly rooted in our school's Personal, Social and Health Education and Citizen Framework (PSHE) and in our religious education programme.

In this way, we ensure continuity and progression; a safe and supportive learning environment; and teaching within the wider context of building self-esteem, emotional wellbeing, relationships and healthy lives.

We intend that the school's SRE policy and programme shall be delivered in the wider context of the school's Education for Personal Relationships (EPR) programme (Primary) / Personal, Social and Health Education (PSHE) and Religious Education programme and also in accordance with the principles set down in other relevant school's policies such as, Equal Opportunities, Child Welfare and Inclusion and our Working with Others approach.

The programme is delivered through five inter-related strands:

1. Developing confidence and responsibility and making the most of the pupils' abilities.
2. Preparing to play an active role as citizens.
3. Developing a healthier lifestyle.
4. Developing good relationships and respecting the difference between people.
5. Developing an understanding of how this fits into God's plan for us.

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Aspects of SRE will be covered as part of the statutory element of 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 reproduce 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.

Parents/carers are not able to withdraw their children from National Curriculum Science.

SRE Objectives

The content of sex and relationship education should match the age and maturity of the pupils involved and at KS1 and KS2 include:

Attitudes and Values

- Valuing and respecting others and ourselves.
- Valuing and respecting healthy personal relationships. Including friends, families and others.
- Developing an understanding of the value of family life and an appreciation of the many different types of family
- Recognising the importance of pursuing a healthy lifestyle and keeping others and ourselves safe.
- To associate themselves with, and to strengthen their faith.

Knowledge and Understanding

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- Recognise that the churches' ideal relationship for raising children is heterosexual marriage.
- Recognising God as the creator.
- Recognising and naming parts of the body.
- Describing the reproductive system and childbirth
- Developing an understanding of the physical and emotional aspects of puberty.
- Developing an understanding of behaviour that carries risks.

- Providing opportunities for pupils to ask questions and clarify misinformation.

Personal and Social Skills

- Developing skills in talking, listening and thinking about feelings and relationships.
- Enabling pupils to identify and seek help and support.

- Developing pupils' abilities to make informed decisions, manage their relationships and in the future lead sexually fulfilling and healthy lives within the context of the teaching of the Catholic Religion.

The outline of the SRE curriculum can be seen in the scheme of work.

Co-ordination of SRE

SRE is co-ordinated by the RE co-ordinator (supported by the PSHE co-ordinator.) She is responsible for the overall planning, implementation and review of the programme. She monitors the planning and delivery of content, provides appropriate resources, offers guidance and support in the delivery and assessment of SRE.

The co-ordinator will endeavour to keep up-to-date with materials and guidance for SRE. She may lead, organise or inform staff and the wider school community of training and current issues.

She will liaise with external supporting agencies (e.g. school nurse, PSHE advisory team) to encourage consistency and understanding in the school's SRE programme.

Planning

Curriculum planning for SRE is part of the whole planning process for PSHE and Citizenship and is informed by National Curriculum Science.

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The content of the SRE programme will be delivered in a variety of ways:

- **Designated SRE curriculum time** - which provides focused opportunities for raising specific issues in a safe and structured session.
 - **Cross – curricular links** - when appropriate, SRE will also be delivered in Science, RE, Humanities and Literacy.
 - **Circle Time** - planned to support the delivery of PSHE, will also be used to cover some of the SRE programme.
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- There may be other opportunities such as assemblies or “health days” to cover the content or develop the skills involved in the SRE programme, but these one off events will always be part of the planned programme.
 - The outgoing Yr6 take part in a special “Moving On” project in the final part of the year. The SRE planned involves input from other areas e.g. the Parish Priest, LIFE organisation, school nurse etc.

Differentiation and Entitlement

We are committed to working towards equality of opportunity in all aspects of school life and this is underpinned by our school’s Equalities Policy.

“SRE should help ALL pupils to understand their physical and emotional development and enable them to make positive decisions in their lives.”
DfEE SRE Guidance 2000

Our pupils have different abilities based on their emotional and physical development, life experiences, academic levels and any learning difficulties; but we will aim to ensure that all pupils are properly included in SRE.

Although we accept that pupils and adults in our school may hold different and cultural beliefs about SRE, our teaching will be set firmly within the framework of our Catholic Religion.

Whilst we will always try and work with parents to accommodate their wishes, we will also accept that parents can exercise their right to withdraw their children from SRE outside National Curriculum Science.

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Dealing with sensitive issues and responding to questions

Teachers will answer questions honestly but with due regard given to the nature of the question and the age and maturity of the questioner. In some cases it may be inappropriate for the teacher to respond to a specific question and the pupil will be referred to his\her parents. In the same way not all questions will be answered publicly and the teacher will need to assess the appropriateness of the question to consider if it matches the maturity and understanding of the whole class group.

Teachers should never feel pressured into discussing their personal views or experiences and should always respect the sensitivity of their position as a teacher in a Catholic school.

Having a set of ground rules provides boundaries over what is appropriate and not appropriate and about how to respond to unexpected, embarrassing questions or comments from pupils in a whole- class situation.

Suggestions for responding to questions:

- If a question is of a personal nature, remind the pupil of the ground rule: “no one has to answer personal questions.”
- If a teacher or member of staff does not know, or is unsure of an answer, they will say so and explain that they will get back to the pupil later at a specific time. The member of staff will consult with co-ordinator, headteacher or possibly parents if appropriate.

Liaison with partner schools

In order to promote “lifelong learning about physical, moral, and emotional development” (DfEE) it is important that our secondary schools are aware of the SRE delivered in our school so that they can reinforce and build on the work we have done. We make use of existing structures to communicate information about SRE to secondary schools.

Specific issues

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We recognise that specific issues for teachers, pupils, parents and the wider school community may be considered sensitive or challenging. What constitutes a sensitive/ challenging issue is likely to vary according to the individual, group, place or context.

We respect the varied beliefs and values held by our school community, however personal beliefs and attitudes will not influence the teaching of SRE. Teachers and all those contributing to SRE are expected to work within our agreed values framework as described in this policy and supported by current legislation and guidelines.

Teachers will be offered support and training to deliver the programme sensitively and effectively. This may involve support from the co-ordinator, the senior management team, outside agencies and the school nurse. Staff

delivering SRE will not be expected to deal with sensitive/challenging issues beyond those outlined in the curriculum content.

Pupils may ask questions or seek information about specific issues. They need not be answered directly, but may be addressed individually later, possibly after consultation with colleagues or senior managers.

Visitors

We welcome the support of visitors offering specialist support and links with the community. The school nurse and other health professionals may be involved at different stages of the programme.

Visitor sessions always complement the existing SRE provision and never replaces or substitutes the teachers led provision.

Whenever visitors are involved, teachers will ensure that they have discussed and shared the planning, form and content. The teacher will always be present and be responsible for classroom management.

Visitors delivering SRE in a classroom setting need to follow the guidelines on confidentiality and work within the school's value framework. On a 1:1 basis school nurses, doctors and counselors can offer confidentiality with their own professional guidelines.

Confidentiality

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Sex and relationship education should take place within a safe and supportive environment that facilitates relevant discussion. Confidentiality contributes to this and will be used as a ground rule for all SRE lessons.

Pupils in the school will be constantly reminded of the benefits of confidentiality. Pupils will also be told, in age and maturity appropriate language that teachers can keep confidentiality except when the teacher is concerned about their safety and well being or that of another child. When appropriate, pupils will be informed of sources of confidential help such as school nurse and Childline.

Teachers and support staff are aware that teaching sex and relationship education can lead to pupil disclosures. All staff are aware that they cannot offer or give unconditional confidentiality to children in the school. Staff are aware of the Child Protection and Safeguarding procedures. Staff will

reassure pupils that, if confidentiality has to be broken, they will be informed first and supported.

Working with Parents

The Education Act 1993 gives parents the right to withdraw their child from any or all of the schools Sex Education programme although certain elements are covered under the Science National Curriculum which is the entitlement of all children. The school recognises that good communication is vital in this area and parents are invited to review the schools policy and ideally view all the materials used beforehand.

The school recognises that parents are the primary educators of their children and will seek to support them in their task. The school will ensure that parents are kept informed of what is happening in SRE in terms of content, delivery and timing.

Roles and Responsibilities

Governors

In accordance with the Education Act of 1993 the governing body will keep up to date the school's policy for SRE, in consultation with parents and will make copies available to them. They will make known to parents their right to withdraw

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their children from all or part of SRE provided at school except for those parts included in the statutory National Curriculum.

Teachers

All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guidance of the physical, moral spiritual well-being of their pupils. Teachers will be expected to teach SRE in accordance with the Catholic ethos of the school. Appropriate training will be made available to all staff teaching SRE. Any uncertainties on the part of the teacher regarding knowledge, resources, or procedures will be taken immediately to the co-ordinator or Headteacher for confirmation.

Monitoring , Evaluation and Review of policy

The review and monitoring process will be the responsibility of the SRE co-ordinator and will include:

- Review of planning and guidance
- Liaise with class teachers
- Classroom observation in line with other curriculum subjects
- Carrying out a regular audit of provision in order to ensure we are meeting the needs of all our pupils and delivering an effective programme
- Release time for the co-ordinator to enable him/her to carry out the above.

Governors in liaison with class teachers will have the opportunity to observe SRE sessions.

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The co-ordinator is available to discuss the SRE programme informally with the Governors

The co-ordinator will report to the Governors annually.

The Governors of Our Lady of Lourdes have approved this policy on

The policy will be reviewed (annually) on

Appendix 1

Sex and Relationship Education (SRE)

The following elements have been drawn directly from the Diocesan EPR scheme of work as they relate to SRE specifically and related areas (emotional literacy skills and protective education)

Foundation Stage

- Hear that they are created uniquely by God
- Learn that their body is a gift from God
- Name the main parts of the body
- Hear about babies growing into children and adults
- Learn that babies have special needs
- Learn that family and friends should care for each
- Recognise and deal with feelings in a positive way.

Key stage 1

- Recognise that they are created by God
- Know that humans move, eat, grow and reproduce
- Name parts of the body (set out exactly what should be learnt)
- Recognise themselves as male and female
- Learn how to improve personal hygiene
- Know that there are different types of families
- Recognise the roles of individuals, within the family
- Know that secure loving relationships within the family are important
- Recognise that families and friends care for each other.
- Learn that humans can produce babies

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- Learn that babies grow into children and adults
- Hear about the ideal of loving and sharing in a Christian marriage
- Understand how to treat themselves and others with mutual respect and dignity
- Understand that their bodies are special and develop ways to protect and respect them
- Reflect on their contributions to building up loving family relationships
- To recognise, name and deal with their feelings in a positive way
- Become aware of what makes them feel uncomfortable and develop simple strategies for dealing with uncomfortable situations.
- Be able to talk about their emotions

Key stage 2

Year 3

- How to value themselves as children of God
- Learn the main stages of the human life cycle from birth to death.
- Learn about daily routines to care for your body and understand about a healthy life-style
- Explore the expressions of love and joy in a family
- Explore the sacrament of marriage as an expression of love
- Investigate what is meant by relationships within families
- Investigate why parents need to care for their families
- Understand the importance of honesty and self-discipline
- Explore ways in which actions can enhance or spoil loving family relationships.
- Explore the ways in which feelings affect, and are affected by actions.

Year 4

- Learn about themselves as a child of God and their body as a God's gift to them
- Develop awareness of the life cycle from conception to birth
- Learn about what makes a healthy life style
- Learn about the place of love and joy in families

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- Continue to explore the Sacrament of marriage as an expression of love
- Deepen the understanding about what is meant by relationships within families
- Explore and develop strategies to maintain good relationships
- To be aware of different types of relationship, including marriage and those between friends and families and to develop skills to be effective in relationships.

Year 5

- Explore ways to reflect God's unconditional love in their lives.
- Explore the changes that come about through changes, body and feelings/emotions (including menstruation)
- Explore the need for a healthy life-style
- Learn how to manage their feelings as they change.
- Investigate what is involved in bringing up children
- Explore the marriage liturgy, especially to parents' responsibility towards children as expressed through the vows of Christian marriage.
- Explore the meaning of friendship, trust and loyalty
- Learn about different types of relationships among friends and families and develop the skills needed to be effective in relationships.
- Learn about sources of help and support for individuals, families and groups.
- To be able to talk about relationships and know how to seek advice from significant adults.
- Understand that pressure to engage in unacceptable or risky behaviour can come from a variety of sources, including people they know, and to exercise basic techniques for resisting pressure.
- To recognise that actions have consequences for themselves and others, recognise others' feelings and put themselves in someone else's shoes.
- Reflect upon personal responsibility for maintaining good relationships.
- Explore ways of dealing with broken relationships and bringing about reconciliation.
- Understand about a healthy life-style and the options and choices they make.

Year 6

- Reflect upon the importance of God's unconditional love.

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- Know the basic biology of human reproduction within the context of marriage (including sexual intercourse)

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- Develop an appreciation of what is involved in bringing up children.
- Hear about the commitment of Christian parents in bringing up their children
- Explore the responsibilities that parents have in bringing up children
- To recognise the risks in different situations and make judgements about behaviour.
- Learn about different kinds of relationships among friends and families and to develop the skills to be effective in relationships.
- To recognise that actions have consequences for themselves and others, recognise others' feelings
- Develop the skills to form, and end relationships.
- Continue developing ways to talk about relationships and to seek advice from significant adults.
- Recognise the importance of forgiveness in relationships
- Develop ways to deal with the consequences of wrong choices
- Investigate ways to achieve a healthy body and life style.

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Appendix 2

Sex and Relationship Education (SRE)

Key stage 3

Pupils should be able to:

- Understand the process of human reproduction, to know the human life cycle, including the physical and emotional changes that take place during puberty and adolescence
- Have an awareness of human fertility, the constant fertility of the male, the cyclical fertility of the female, and the consequent emotional changes that the cycle brings
- Have a positive self image and have a respect for themselves and others
- Understand the changes that have taken place and are taking place in their own bodies and those of the opposite sex, to be aware of changing emotions and how to respond to them
- Appreciate the importance of relationships within and outside the family, and to understand their changing nature
- Be aware that no one has the right to abuse another individual, whether physically or sexually, and to know that if help is required appropriate agencies are available
- Recognise that sexuality is a gift from God and understand what is meant by responsible behaviour in matters of sexuality
- Understand why some actions are considered good and others bad and to begin to make informed decisions on matters of personal health, well being and safety
- Appreciate that a Christian marriage is fulfilled by having children where possible but understand that conception for some may not be a possibility
- Understand that people have the right not to be sexually active, and that some people choose to remain single and celibate for a variety of reasons
- Understand the concept of gender stereotyping and recognise its various forms. Understand the basic principle of genetic inheritance
- Be aware of the existence of sexually transmitted diseases including HIV and the long-term health effects of sexual behaviour
- Understand the role of hormones in the control of human fertility
- Understand the biological aspects of human conception, birth and development

Key stage 4

In addition to the points listed at KS3 pupils should be able to:

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- Understand the mechanisms involved in the inheritance of gender and human genetic disorders e.g. Cystic Fibrosis
- Appreciate what is involved in relationships focusing on marriage as a sacrament and the basis of family life
- Continue to develop a positive attitude towards their own sexuality and the adoption of responsible attitudes to sexual behaviour
- Value human life, and to be able to discuss sensitive and controversial issues e.g. contraception, abortion, in vitro fertilisation etc. which require the consideration of attitudes, values, beliefs and morality
- Accept responsibility for their actions, to understand the importance of the decisions they make and the effects these can have on others
- Be aware that romantic relationships during adolescence can provide opportunities for growth yet are often transitory and may have a destabilising effect on personal development
- Understand and discuss strategies for managing changes in relationships, to be aware of the effects of separation, divorce, bereavement etc. on family life
- Be aware of stereotyping and the influence of the media on self image and attitudes to sexuality
- Be informed about relevant British legislation regarding sexual behaviour
- Be aware of the existence of organisations which offer support both statutory and voluntary to human relationships e.g. Health services, Relate, Life, Samaritans
- Understanding of the RC Church's teaching on homosexuality

Sixth Form

AIMS: Our general aims at this stage would be to:

- Integrate what has already been learned in terms of ideas and information into a more critically evaluated and personalised value system
- Look in greater depth at the personal, psychological and emotional aspects of our sexual development in personal relationships and encounters, and the values involved

OBJECTIVES: Our specific objectives would be to:

- Examine the ideals of Christian marriage and romantic love in the light of the increasing incidence of marriage breakdown and the difficulties associated with life long commitments
- Look again at contraception and methods of natural family planning as well as abortion concentrating on the personal, psychological and emotional aspects of the moral choices involved

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- Examine sexually transmitted diseases and AIDS and the consequences for sexual behaviour and the future of humanity. Look at the experience of childbirth and responsible parenthood seeing the importance of generativity for human beings