

St Michael and St John's R.C Primary School

Sex and Relationship Education Policy



Following the example of Jesus, together we love, learn and respect each other to be the best that we can be.

What is sex and relationship education?

Sex and relationship education is the lifelong learning about physical, moral and emotional development. It concerns the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. Sex and relationship education has three main elements: attitudes and values, personal and social, and knowledge and understanding.

At St Michael and St. John's R.C Primary School, in line with our Mission Statement, we hold as paramount the importance and value of all persons in school and, by extension, in society. We firmly believe that positive relationships in a loving, caring and respectful environment enable our children to freely learn, develop to their full potential, and make responsible and mature choices.

Education should nurture the whole human individual; aid personal growth and foster personal responsibility. Central to this process is the opportunity for adults and children alike to form relationships based on trust and integrity, and love and concern. In our Catholic School these relationships are rooted in Christ's teaching; His command for us to love God and to love one another.

Aims

We aim to:

- Develop self-esteem.
- Assist pupils to understand the importance of all relationships.
- Develop a sense of responsibility in our children.
- Help children understand their own physical and emotional development.
- Encourage pupils to value and respect others.

How aims are achieved:

These aims are achieved through:

- Delivery of the PSHE framework across the school, including the SRE scheme 'In the beginning'.
- Our whole school initiative based on having a Growth Mindset and Building Learning Power.
- The RE curriculum.
- Assemblies and collective worship.
- The pastoral care of the school.
- The implementation of the school's behaviour policy.

SRE Scheme

The sex and relationship education scheme we use at St Michael and St. John's Roman Catholic Primary School is entitled 'In The Beginning.' The programme has been widely acclaimed by Roman Catholic (and other) schools across the UK. It is designed to develop a child's understanding and open channels of communication between the teacher and class, and also between parent and child.

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The scheme has been designed to enable teachers and parents to explore life and life issues with children through natural, appropriate and purposeful conversation. The scheme puts sex education into an appropriate and meaningful context-surrounded by Gospel values, moral values and family values.

Aims of the SRE Scheme 'In The Beginning'

- To help children to have a better understanding of themselves, their bodies, and the world around them at an appropriate level.
- To help children to be accepting of themselves and others and be prepared for changes as they get older.
- To provide opportunities for discussion between parent and child and between teacher and class.
- To reinforce Christian values and those contained within St Michael & St. John's Mission Statement.

SRE Scheme 'In The Beginning'

The scheme takes the form of classroom based activities, with opportunities for discussion, and a corresponding booklet to complete. Progression of the scheme is shown below and will be taught as the teachers feel is appropriate for their year group, and the children's needs. The aim of the booklets is to include all children and provide the opportunity for discussion and further understanding.

The scheme starts by looking at God's creation. The children will look at all living things, divided into families and within these families divided into male and female.

It shows families made up of adults and young, and eventually places humans into this plan with a reflection on the way God wants us to live together – in friendship and love.

The scheme then puts the child in the context of their own family, surrounded by love and care. It explores the individuality of the child and recognises their value within a family structure which is unique and therefore special.

Next the scheme explores flowers. The booklet looks at: male and female parts and functions, pollination and fertilisation, producing new life and the life cycle of a flower.

The scheme then explores fish. The booklet looks at: male and female identification, homebuilding and courtship, laying of eggs and fertilising with sperm, aftercare and protection of young, the responsibilities of parenthood and the life cycle of a fish.

The next focus is on birds. The booklet will explore: male and female identification, courtship and homebuilding, passing of sperm from male to female (mating,) fertilisation of eggs inside female, sharing the responsibilities of parenthood, incubation and feeding each other , hatching and aftercare (role of both parents,) partnerships for life, the life cycle of a bird.

After this the scheme uses rabbits as it's a focus. This booklet will explore: male and female identification, courtship and mating, passing of sperm from the male, fertilisation of female eggs , homebuilding, birth and feeding, aftercare of young, responsibilities of parenthood, the life cycle of a rabbit.

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Following this the scheme explores humans. This booklet will explore: friendships and relationships, the stages of a relationship, male and female body parts and functions, the act of making love (producing a new life,) the developing embryo, pregnancy and associated care of both mother and child, the joy of birth, the human life cycle.

The scheme then progresses to look at: the helplessness of a new-born baby and the need for support, growth towards limited independence (early years,) physical growth and support, problem solving, spiritual growth (through the sacraments,) the uniqueness of the individual and an overall summary of the whole scheme.

How it will be taught

Each year, every class teacher will spend time working through the booklet with their class. The children will be able to ask questions and discuss the booklet during this time and if they have any questions they don't wish to ask in front of the rest of the class then they can speak to the teacher privately afterwards or put their question or worry in the worries and wishes box in their class. Teachers will make sure the class are aware of this before starting the booklet.

Communicating with parents

Each class teacher must inform the parents of the children in their class before they undertake the SRE programme appropriate for their age group each year. They will send a letter home, in a sealed envelope, detailing what is to be covered in the SRE scheme in class over the next few weeks. Teachers need to make it clear in the letter that parents have the right to withdraw their child from the SRE programme if they wish. If parents wish to withdraw their child from these lessons they need to inform the teacher, in writing, prior to teaching beginning in class. Teachers need to provide parents with at least a week's notice to ask them any questions they may have about the scheme and withdraw consent for their child to complete the programme that year.

If a parent does wish for their child to be withdrawn from the programme then the child will go into another class to complete work set by the teacher during this time.

Parents will also be provided with the opportunity to come into school to look at the parent/child booklet for their year group if they wish and discuss with the teacher.

Links to other subjects

As the booklets look at the human body, animals and life cycles, it links to and complements the children's learning in Science. As the children are also thinking about changes to their body and emotions and feelings, Sex and Relationship Education also has strong links to PSHE.

Assessment

We will assess the pupil's learning during discussion in class and the children's responses in the books they are provided with.

Safeguarding

If any class teacher, or another member of staff, has any reason to believe a pupil is at risk, they are required to report it to the Designated Safeguarding Person in school who will follow the procedures the school has in place as necessary.

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This policy was produced by the PSHE coordinator in consultation with the head teacher, the governing body and parents. We will review this policy when required.

This policy is available on our school website. Written January 2017.