



St Patrick's Catholic Primary School Relationship and Sex Education Policy

Rationale

It is important to understand that good RSE does not mean the early sexualisation of children and young people. In a Catholic school it means children learning about their uniqueness as part of God's creation, His love for each person, and how this means we must respect one another. It helps children to establish self respect and positive friendships and it contributes to child protection.

Sex and Relationship Guidance DfES 0116/2000 identifies three main elements of sex and relationship education:

- Attitudes and values
- Personal and social skills
- Knowledge and understanding

QCA teachers handbook 'Sex and Relationship Education, healthy lifestyles and financial capability' 2005 states that:

'Effective sex and relationship education is essential if young people are to make responsible, informed and healthy decisions about their lives, both now and in the future. A successful programme will help young people to learn to respect themselves and others, and move confidently from childhood through adolescence and into adulthood. The most appropriate context for RSE provision is as part of a wider programme of PSHE. The school's RSE provision should also include those aspects that form part of the national curriculum programme of study for science.'

Values

We give priority to establishing a "values context" for all teaching of RSE and ensure that all RSE takes place with the due emphasis on relationships and due regard for the protection of fundamental values.

All RSE will be shaped by Catholic teaching.

All teaching will uphold the values held by the Catholic Church.

Key Factors

It is important to remember that pupils come from a variety of backgrounds with a range of beliefs and understandings. It is vital that the self-esteem of the pupil is never compromised when discussing sensitive issues such as family life and cultural differences

Parents

We recognise the importance of the role of parents as the first educators of their children. It is important that parents are informed when the RSE lessons will take place and their content. This enables them to open a dialogue with their children if they wish and supports the partnership between parents and the school.

We aim to provide a framework of values around matters of sexual understanding and behaviour and to support parents and carers who do not always feel confident to fulfil their role in educating their children in matters of relationships and sexuality.

Under the Education Act 1993 parents can withdraw their child from any part of the Sex and Relationships Programme which is not part of the National Curriculum. It is our hope that parents will not find the need to exercise this right as children are likely to benefit from experiencing RSE amongst their friends and peers.

Parents wishing to exercise this right are invited to discuss their concerns and arrangements for their child with an appropriate member of staff.

Aims

We aim to provide our pupils with the knowledge, understanding and skills that enable them to make informed choices that lead to a healthy lifestyle and develop to their full potential. Our sex and relationship education programme aims to equip our pupils with the skills that enable them to make informed decisions in relation to sex and relationships in society.

We aim to ensure that our children grow up knowing and understanding the Catholic Church's teachings on the matter, and with the factual information and skills that they need for their own health and wellbeing, free of exploitation and leading to fulfilled lives, which for many will include the joy of loving married relationships.

This policy determines the content and manner in which the sex and relationship programme is taught in school.

Objectives

- The programme is developmental according to the age, ability and maturity of the pupils and will provide a foundation for their future learning.
- To develop knowledge skills and attitudes to support young people during physical, social and emotional changes as they grow older. To develop skills to enable them to manage positive relationships.
- For pupils to receive accurate information that will enable them to make decisions about their own sexual health.
- For pupils to know where to access appropriate help and support e.g. school pastoral system and to have the skills and confidence to be able to use those services.

- □ For pupils to be discerning about the information they access through the media and especially the internet.

Organisation

The curriculum is developmental and is mostly taught as part of the PSHE programme. Some elements may be included in other subjects, for example, R.E. and Science.

RSE is usually taught by the class teacher.. There may also be opportunities for team teaching. School nurses can also have a role to play.

Most of the classes will be held in mixed groups although there will be opportunities for single gender work.

Some lessons may be delivered by outside agencies or as workshops during special health days. The content of these must be seen and agreed with a member of staff in advance.

Lesson content may vary from class to class depending on the maturity and needs of the different cohorts.

Sex and Relationships Education will be taught

- □ Through the Journey in Love Programme
- □ Through the R.E. Curriculum
- □ As topics as part of the PSHE programme
- □ Through Science (as part of the National Curriculum)
- □ Through the pastoral system
- □ Through story time
- □ Through planned visits by the school nurse, parents, babies etc

Teaching and Learning Approaches

In order to maintain distance and ensure that pupils do not share inappropriate personal details about themselves or others it is important to establish ground rules at the start of any relationship and sex education lessons. These can be developed with pupils and should ensure that appropriate language is used in the classroom and that nobody is made to feel uncomfortable or unable to participate.

A range of teaching approaches can be used to ensure that pupils feel comfortable discussing sensitive issues with their peers and with adults.

A 'Question Box' will be provided for pupils to write questions anonymously. Teachers will use their discretion in answering these questions.

Child Protection

The school has a child protection policy, which gives more detail on this subject, and is available on request.

Confidentiality

Pupils will be encouraged to speak to their peers and their teachers about the issues taught in sex and relationship education. Teachers will seek guidance from the designated person if there is an issue of child protection or if they think it is in the child's best interest to do so.

In seeking to support the welfare of pupils the school will usually inform parents. Occasionally this may be against the wishes of the child and /or may place the child at risk. On these rare occasions the school may act in the best interests of the child without informing parents.

Concerns

Any complaints or concerns about the RSE programme should be taken to the class teacher, if the teacher cannot resolve the situation then the headteacher should be informed. There is a complaints procedure available.

Role of Governors

The governing body, in consultation with parents, determines the school policy that reflects the wishes of parents and the community and protects pupils from inappropriate teaching or materials. (RSE guidance 2000)

Evaluation Assessment Monitoring and Reporting

This policy will be monitored annually.

Documentation

CES report 'Education in Sexuality'
Sex and Relationship Guidance DfEE 0116/2000
Sex and Relationship Education OFSTED 2002
QCA Sex and Relationship Education, healthy lifestyles and financial capability 2005

Policy written by: J. Lewis

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