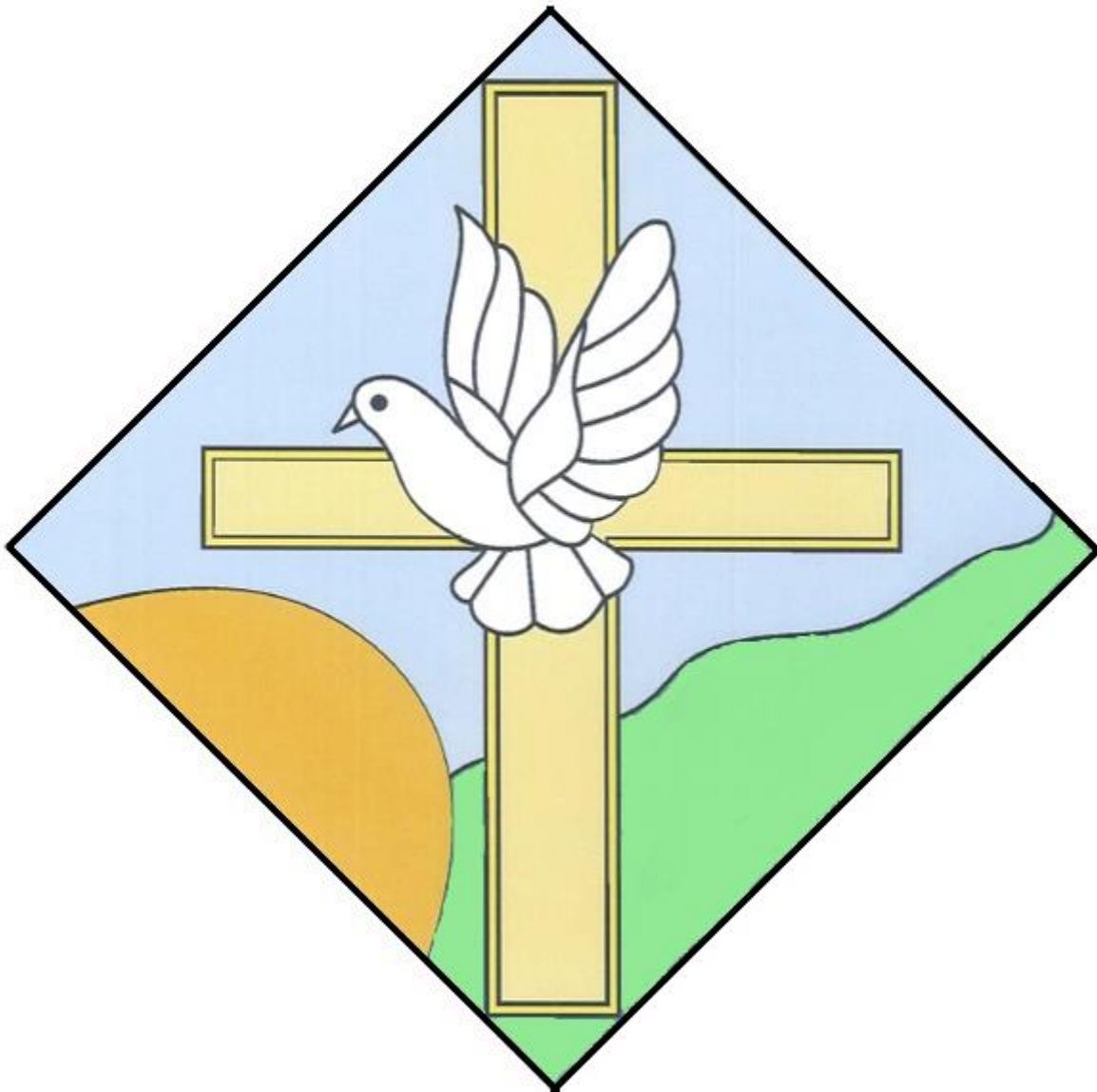




Relationship and Sex Education Policy



Mission Statement

Promoting high quality education, love, care and forgiveness of others as taught to us by

Jesus and our Patron Saints.

Introduction

“The Second Vatican Council spoke of the need for “a positive and prudent sex education” to be imparted to children and adolescents “as they grow older,” with “due weight being given to the advances in the psychological, pedagogical and didactic sciences.” ... It can only be seen within the broader framework of an education for love, for mutual self-giving. In such a way, the language of sexuality would not be sadly impoverished but illuminated and enriched.”¹

As a Catholic Academy, St Peter and St Paul believes that Relationship and Sex Education (RSE) should deliver the compulsory requirements of the National Curriculum within a moral, emotional and spiritual context. The teachings of the Catholic Church on the sanctity of marriage and on morality, spirituality and family values are central to the Academy’s policy and scheme of work.

The Governors recognise that prime responsibility for Sex Education must rest with the parents; parents will be kept fully informed in writing in advance of any teaching in Academy.

All SRE will be appropriate to the age, needs and experience of the children at St Peter and St Paul, using a sensitive approach which will recognise Special Needs, Gender and Cultural issues and individual family circumstances. The Governors of St Peter and St Paul recognise the role to be played by outside agencies, including Health Professionals in the delivery of the National Curriculum parts of the Relationship and Sex Education programme. The use of selected resources such as videos and books is also approved where they promote understanding within a moral and spiritual context without contradicting the teachings of the Catholic Church. The Governing Body recognises the right of parents to withdraw their child from the Sex Education element of the SRE programme of study only. This policy is cross referenced to, and in line with the diocesan policy on Education in Human Love and meets all the guidelines laid out in the policy in relation to age appropriate content. Resources will also be drawn from the Catholic programmes of study ‘Come and See’ and ‘A Journey In Love’.

¹ Libreria Editrice Vatican Amoris Laetitia: The Joy of Love (19th March 2016) paragraph 280 with reference to Vatican 2, Gravissimum Educatonis paragraph (28th October 1965)

Aims

“Sex education should provide information while keeping in mind that children and young people have not yet attained full maturity. The information has to come at a proper time and in a way suited to their age.”

To provide children and young people with a “positive and prudent sexual education” which is compatible with their physical and psychological maturity. Effective RSE in Catholic Academics must be designed around three cornerstone principles, namely that:

- 1 Pupils need clear, accurate and sound knowledge
2. Church teachings are presented in a forthright and clear manner, using the specific references provided by the Church
3. In presentation of both knowledge and Church teachings, age appropriateness and the awareness of child development is key. Instruction should match the child’s developmental level and, as with all learning, be aware of individual differences

Objectives

1. To provide children and young people with a knowledge and understanding of the Church’s teaching on relationships and sexual love
2. To provide children and young people with a positive understanding of what constitutes good, loving relationships
3. To provide children and young people with a knowledge and understanding of the biological facts about human reproduction

Organisation of Relationship and Sex Education at St Peter and St Paul

It is important that all staff understand they have a responsibility to implement this policy. For this reason it is supported by a scheme of work that is delivered by the class teacher.

A range of materials and resources are available within the Academy.

Pupils are taught RSE as part of the National Curriculum for Science and this is cross referenced to, and in line with the Diocesan policy on Education in Human Love. It has a particular emphasis on healthy lifestyles, positive relationships, self-esteem, taking care of our bodies and understanding the changes that take place.

Key Stage 1

Animals, including humans, move, feed, grow, use their senses and reproduce. Children should recognise and name the main external parts of the human body.

Children will learn that humans can produce offspring and these grow into adults.

Children should recognise similarities and differences between themselves and others and treat others with sensitivity.

Key Stage 2

Children will learn that life-processes common to humans include nutrition, growth and reproduction.

They will learn about the main stages of the human life cycle.

In years 5 and 6 the children will follow elements of the ' programme in conjunction with appendices attached

Difficult Questions and Sensitive Issues

When addressing sensitive issues, it is particularly important that education is delivered within the Catholic ethos of the Academy. Teachers will answer questions with sensitivity and knowledge of their children when faced with such questions, taking into account what is appropriate for the child and other members of the group. Information on these subjects is potentially lifesaving and our aim is always to offer honest and responsible education to our pupils.

Parental Involvement

Under the Education Act 1993, pupils can be withdrawn by their parents from the RSE programme that is outside the compulsory elements contained in the science curriculum (see above). Pupils cannot be withdrawn from any teaching which is part of the National Curriculum for Science.

The need to support parents and carers by providing education which is faithful to the teachings of the Church and appropriate for the ages and stages of development of the pupils is paramount.

Parents who wish to withdraw their child are invited to see the RE Coordinator and Principal who will explore the concerns of the parents/carers and the possibility of adjusting the programme of study or approach. They will also discuss the impact that withdrawal may have on the child.

We would like to make it clear that if pupils are withdrawn from RSE lessons but ask questions at other times, these questions will be answered honestly by staff, in line with their usual approach to questions from children.

“The right of withdrawal should not affect spontaneous discussion or the honest answering of questions that arise naturally in other curriculum areas” (D.F.E.S Circular 5/94)

The Academy is committed to working in partnership with parents and places the utmost importance on sharing equal and joint responsibility with parents for the children’s personal, social, health education. Children will always be encouraged to talk about and discuss issues and learning at home and staff are always available to discuss any queries that parents may have.

By working in partnership, home and Academy can combine to provide the most effective RSE possible. Parents view and opinions are always welcomed.

To promote this, we:

- Inform parents about the Academy’s RSE policy and practice;
- Answer any questions that parents may have about the RSE of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for RSE in the Academy;
- Inform parents about the best practice known with regard to RSE, so that the teaching in Academy supports the key messages that parents and carers give to children at home.
- Parents and carers will always be informed before the RSE schemes of work are delivered to children. The teaching materials and resources are available to parents to view upon request to the RE Coordinator.

Responsibilities of pupils

Pupils come from a variety of backgrounds and are entitled to learn in a safe and supportive environment. Some pupils use terms associated with sexuality as a way to harass other pupils. This is unacceptable and will be dealt with as any other form of bullying through our Anti-Bullying Policy and/or Behaviour for Learning Policy. An understanding of human difference is an important aspect of education and will be dealt with in a sensitive manner.

Confidentiality and Safeguarding

Teachers should encourage all pupils to discuss their concerns with an appropriate adult. The negotiation of ‘Ground Rules’ in RSE sessions is important for this

reason. Teachers should make it clear to pupils the level of confidentiality that they can offer.

Due to the guidelines in the Safeguarding Policy, teachers cannot offer or guarantee absolute confidentiality.

Teachers need to be aware that effective RSE - which brings an understanding of what is, and what is not acceptable in a relationship, can lead to disclosure of a safeguarding issue. Pupils need to be reassured that their best interests will be maintained.

Teachers should consult with the Academy's Designated Safeguarding Leads for advice on all safeguarding matters. The Designated Safeguarding Leads are Joanna Seymour (Principal); in her absence the Safeguarding Lead is Kirsty Everson (Vice Principal).

All outside agencies working in the Academy to support the RSE programme will adhere to this policy.

The Role of the Principal, RE Coordinator and Governors

The Principal is responsible for:

It is the responsibility of the Principal and Governors to ensure that both staff and parents/carers are informed about our RSE policy, and that the policy is implemented effectively. It is also the Principal's responsibility to ensure that members of staff are given sufficient training, so that they can deliver RSE effectively.

The Principal liaises with external agencies including the Diocese regarding the Academy's RSE programme, and ensures that all adults who work with our children on these issues are aware of the Academy policy, and work within its framework.

The Principal will report to governors, when requested, on the effectiveness of the policy.

The Governing Body is responsible for:

Authorising the RSE policy, and any subsequent annual reviews of the policy, and ensuring that the terms and ethos of this policy are followed.

The RE Coordinator and Team are responsible for:

Writing and updating the SRE policy and scheme of work in collaboration with the RE coordinator, in light of initiatives and change

Monitoring the development of the subject throughout the Academy

Guiding and supporting teachers in this subject, and to include refresher training for RSE

Monitoring and Review

This policy is a working document and will be reviewed every four years or earlier if necessary.