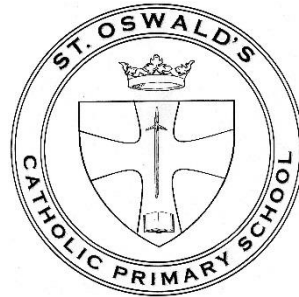


# St Oswald's Catholic Primary School



## Relationship and Sex Education Policy 2016-2017



## RELATIONSHIP AND SEX EDUCATION POLICY October 2016

### Mission Statement

*Together with Jesus,  
We will Learn and Grow in Faith.*

### **Rationale**

*'I have come that you might have life and have it to the full'*  
(Jn.10.10)

We acknowledge that Personal, Social and Health Education (PSHE) and Citizenship, as well as Relationship and Sex Education (RSE), are all underpinned by a theology of relationship and are all encompassed in the title 'Relationships and Sex Education' (RSE).

At St. Oswald's Catholic Primary School we believe that our approach to teaching and learning R.S.E. Must be rooted in the Catholic Church's teachings; thus our aim is to educate the whole child spiritually, intellectually, morally, emotionally and physically towards maturity and adulthood.

Our belief in the unique dignity of the human person as made in the image and likeness of God underpins the approach to all education in our school. Our approach to relationship and sex education therefore is rooted in the Catholic Church's teaching of the human person and is presented positively and prudently.

Stemming from this vision of what it means to be human, we seek to educate the whole child: spiritually, intellectually, morally, emotionally, psychologically, and physically towards our understanding of Christian maturity.

Following guidance from our own Bishop and Diocese, the Conference of Bishops of England and Wales and as advocated by the DFE, all relationship and sex education in our school will be firmly embedded in the PSHE framework as it is concerned primarily with nurturing the human wholeness of our pupils.

All relationship and sex education will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from and support will be provided to help pupils deal with different sets of values.

### **Aims of Relationship and Sex Education (RSE)**

- *To encourage pupils' growth in self-respect, acknowledging we are all created in the image and likeness of God*
- *To help pupils develop an understanding that love is the central basis of relationships*
- *To help pupils to understand the nature of relationships and to encourage them to reflect on their own relationships and respect differences between people.*
- *To develop pupils' confidence in talking, listening and thinking about feelings and relationships.*
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- *To help pupils acquire the skills necessary to develop and sustain relationships*
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- *To offer sex education in the wider context of relationships.*
- *To ensure that pupils protect themselves and ask for help and support when needed.*
- *To ensure that pupils are prepared for puberty.*
- *To help pupils to develop a healthier, safer lifestyle.*
- *To prepare pupils to play an active role as citizens and to understand the Catholic vision of what it means to be citizens of the Kingdom/reign of God.*

## **Delivery of EPR**

EPR is taught through our life style in school and through the subjects of **Religious** Education, Science and by way of a cross-curricular, integrated approach.

All elements of PSHE and Citizenship, whilst non-statutory at Key Stage 1 and 2, are covered. Significant aspects of sex and relationship education remain part of the National Curriculum for Science. These will be taught to all pupils. *(Parents are unable to withdraw pupils from such lessons.)*

### **Key Stage 1 (5-7)**

- *Recognise and compare the main external parts of the bodies of humans*
- *Recognise similarities and differences between themselves and others and treat others with sensitivity*
- *Identify and share their feelings with others*
- *Recognise safe and unsafe situations identify and be able to talk with someone they trust*
- *Be aware that their feelings and actions have an impact on others*

- *Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk*
- *That animals, including humans, grow and reproduce*
- *That humans and animals can produce offspring and these grow into adults*
- *The basic rules for keeping themselves safe and healthy*
- *The needs of babies and young people.*
- *That they have some control over their actions and bodies*
- *The names of the main external parts of the body including agreed names for sexual parts*
- *Why families are special and why families are special for caring and sharing*
- *The similarities and differences between people*
- *How their feelings and actions have an impact on other people*

### **Key Stage 2 (7 – 11)**

- *Express opinions, for example, about relationships and bullying*
- *Listen to, and support, others*
- *Respect other people's viewpoints and beliefs*
- *Recognise their changing emotions with friends and family and be able to express their feelings positively*
- *Identify adults that they can trust and who they can ask for help*
- *Be self-confident in a wide range of new situations, such as seeking new friends*
- *Form opinions that they can articulate to a variety of audiences*
- *Recognise their own worth and identify positive things about themselves*
- *Balance the stresses of life in order to promote both their own mental health and well-being and that of others*
- *See things from other people's viewpoints, for example, their parents and their carers*
- *Discuss moral questions*
- *Listen to, support their friends and manage friendship problems*
- *Recognise the pressure of unwanted physical contact and know ways of resisting it*
- *That the life process common to humans and other animals include growth and reproduction*
- *About the main stages of the human life cycle*

- *About the physical changes that take place during puberty, when they happen and how to manage them*
- *The many relationships in which they are involved*
- *Where individual families and groups can find help*
- *How the media impact on forming attitudes*
- *About keeping themselves safe when involved with risky activities*
- *That their actions have consequences and be able to anticipate the results of them*
- *About different forms of bullying people and the feelings of both bullies and victims*
- *Accept a wide range of different family arrangements, for example, second marriages, fostering, extended families and three or more generations living together*
- *The diversity of lifestyles*
- *Others points of view, including their parents and carers*
- *When it is appropriate to take a risk and when to say no and seek help*
- *The diversity of values and customs in the school and in the community*
- *The need for trust and love in established relationships*

We acknowledge that every area of school life can potentially contribute to EPR as the school, of its very nature operates through positive human relationships. We recognise value and greatly appreciate the contribution made by all members of staff in deepening the quality of our Christian community.

Teachers will use their professional judgement when addressing issues in EPR. Careful consideration will be given to the wide and varied experience and backgrounds of the pupils in their care.

While we operate a whole school approach to Sex and Relationship Education through our EPR Programme, pupils in the autumn term of Year Five will learn about the emotional and the physical changes of puberty, this will be taught by the children's usual class teacher. A similar approach will operate in the autumn term in Year Six.

## **Resources**

We acknowledge that parents and carers are the key persons for children learning about sex and relationships; the foremost educators. Our role and our programme simply complement their role in nurturing their children's human wholeness. However, the role of parents and our day to day interactions in school are currently supported by the following curriculum resources: A Journey in Love

### **Assessment Recording and Reporting**

A record is kept in teacher's planning of the delivery of EPR. The programme is assessed, monitored and evaluated by the co-ordinator in accordance with the school's monitoring and evaluation policy. Pupils are given the opportunity for self-evaluation at an appropriate level for each year group. Reporting is made in individual pupil's reports in the general comments sections.

### **Outside Agencies**

The expertise of outside agencies will be used appropriately to support the school's delivery. The school is particularly thankful of the help available from local diocesan agencies and charities such as Nugent Care.

### **Safeguarding Procedures**

The school has procedures to deal with any sensitive issues or children thought to be vulnerable. Staff will pass on any concerns of this nature to the designated child protection officer in school.

### **The Governing Body**

The Governing body and Foundation Governors in particular recognise their responsibility to ensure the EPR programme follows Diocesan principles and reflects the Church's teaching

### **The role of Parents**

The Church has always recognised that it is the privilege and the responsibility of parents to educate and inform their children in all matters pertaining to personal growth and development particularly in the sensitive area of their moral education and

sexual development. The Church also recognises that many parents require help and support in this task from both schools and parishes.

The Governing body fully subscribes to the views expressed by the Bishops' Conference and will always ensure that:

- Parents are supported in their task.
- Parents are consulted and kept informed of the EPR Programme; its contents, evaluation and review and any subsequent developments.

### **Right of Withdrawal**

It is our hope that parents would wish their children to be involved in the schools positive and prudent programme of sex and relationship education, following annual consultation regarding the school's approach. However, we recognise parents have the right to withdraw their children from such lessons (not included in National Curriculum Science) after discussion with the Headteacher.

### **Monitoring and Review**

This policy will be monitored by the Headteacher & RE Co-ordinator and will be reviewed annually by the Governing Body.

This policy has been formally adopted by the Governing Body of St Oswald's Catholic Primary School.

Signed..... (Chairman of Pastoral committee)

Date.....18/10/16.....