



Sex and Relationship Policy

This policy applies to all of the schools within The Holy Spirit Catholic MAC

Policy Ratified on: 7th December 2016

Full Board/Committee: Mission Committee

Signed Chair of Directors: 

Next Review: December 2017



INTRODUCTION

We have based our school's sex education policy in line with advice from Birmingham Diocese, the Church's teaching in all such matters and on the DfE guidance document Sex and Relationship Education Guidance (ref DfE 0116/2000). In this document, sex education is defined as 'learning about physical, moral and emotional development. It is about understanding 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 education is part of the personal, social and health education curriculum in our school. While we use sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation.

SEX AND RELATIONSHIPS EDUCATION (SRE)

The school recognises that Relationship and Sex Education is a shared responsibility between home and school. It also acknowledges the advice of the Bishop's conference:

'It is the privilege and responsibility of the family to inform and educate their children in all matters pertaining to human growth and development, particularly the sensitive area of sex education'

At the core of SRE is the belief that:

- 'Every child is created in the image of God and loved by God' 'Sex Education recognises that human sexuality is a gift from God. It is concerned with the spiritual and moral as well as the physical and social.'
- Sex and Relationships Education is about the journey of the whole person to become 'fully human and fully alive.'

AIMS AND OBJECTIVES

- To promote the belief that each human person has a unique and special dignity and worth at each stage of life.
- To explore the meaning and value of life, and give some appreciation of the values of life.
- To promote the importance of family life.
- To encourage pupils to be aware of their attitudes and values and have a sense of responsibility for themselves.
- To enable the development of well informed, balanced persons capable of making choices and accepting responsibility for the consequences of their actions.
- To enable pupils to develop personal and social skills to help them keep them in a safe, positive (healthy) relationships.
- To foster the attitude that what we say with our bodies should reflect what we mean in our hearts and minds.

We teach children about:

- the physical development of their bodies as they grow into adults;
- the way humans reproduce;
- respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship in marriage as the ideal;
- moral questions;
- relationship issues;

- respect for the views of other people;
- sex abuse and what they should do if they are worried about any sexual matters.

CONTEXT

- It will focus on the development of the whole person.
- It will take into account the ages and development of the children.
- Sex education should be taught in the context of marriage and family life;
- Sex education is part of a wider social, personal, spiritual and moral education process;
- Children should be taught to have respect for their own bodies;
- Children should learn about their responsibilities to others, and be aware of their consequences;
- It is important to build positive relationships with others, involving trust and respect;
- Children need to learn the importance of self-control.
- The expertise of the School's Health Nurse is shared with pupils. For these sessions the class teacher is present and girls and boys are separated. They are also followed up with 'circle time' and 'a worry box' so pupils have the opportunity to air any concerns.
- Question and answer sessions will be in line with the teachings of the Catholic Church and any questions that can't be answered in school will be referred to parents.
- It will be subject to regular review and updating on content and teaching methods. Consultation with Governors and Parents is an essential part of the process

SRE CURRICULUM

EYFS / Key Stage 1 pupils should be able:

- To understand the importance of valuing themselves and others;
- To recognise their membership of the family and the roles within it;
- To understand the growth and know themselves as males and females.
- To be able to name the main external parts of the body;
- To recognise babies have needs;
- To appreciate relationships, friends, family, working and playing together
- To know about rituals that mark life and death, birth, marriage, death;
- To know about being safe;
- To know the difference between good and bad touching;
- To appreciate that some diseases are infectious;
- To have an awareness of personal health and safety, personal hygiene.
- To talk about their learning

Key stage 2 pupils should be able to:

- To value themselves as a child of God, and their body as God's gift to them;
- To understand that they grow and change throughout life;
- To understand what is meant by relationships within families, friends and communities;
- To develop an appreciation of what is involved in bringing up children and what responsibilities parents have;
- To become aware of the different patterns of friendship;
- To know the rituals celebrated in Church
- To be aware of their changing emotions and the need to respect other people's emotions and feelings;
- To begin to know and understand the changes that come about throughout puberty;
- To know and understand their own bodies and their needs for personal hygiene;
- To know the names of the parts of the body;
- To know the basic biology of human reproduction;
- To appreciate that life is precious and a gift from God;
- To become aware of choices they make and that there are good and wrong choices.
- To recognise the importance for forgiveness in relationships.

Key Stage 3 pupils should be able to:

- To come to an understanding of themselves and others as fully human
- To learn what the Church teaches and build bonds of trust and communication with each other
- To develop a better understanding of their physical and emotional development
- To know about their own bodies and the need for personal hygiene
- To examine contemporary stereotypes of masculine and feminine behaviour and assume responsibility for their actions
- To discern messages in the media and the positive and negative impact of peer pressure
- To make decisions about how to act which reflect an understanding of themselves as a child of God
- To understand what is meant by relationships within families, friends and communities
- To understand that life is a precious gift from God
- To know the rituals and sacraments celebrated in Church
- To become aware of the choices they make and that some choices have negative consequences for them and for others

- To recognise the importance of forgiveness in relationships
- To understand the importance and value of self-restraint and delaying sexual behaviour based on the concept of “saving sex” rather than simply “safer sex”

Key Stage 4 pupils should be able to:

- To build on the understanding developed in KS3 of all the areas itemised above
- To develop a greater understanding of what the Church teaches and why regarding sex and relationships
- To have a greater understanding of the responsibilities and challenges inherent in adult relationships
- To demonstrate a greater understanding of the importance of safe and healthy conduct in adult relationships
- To improve their knowledge of the facts concerning the physical development of adolescents and the sexual transmission of life.
- To improve their understanding of the religious, moral, emotional and social implications of the above for the individual, the family and the community.
- To develop to the fullest possible understanding of personal relationships within family life and beyond.
- To have the opportunity to explore their feelings, attitudes and values, and to help them to approach their responsibilities with regard to their developing maturity and to examine how they should control their emotions and instincts; to assist them to make responsible choices, based on sound factual knowledge and Christian principles.

KS5 students:

- KS5 students should have the opportunity to develop their understanding and consider the implications of the topics referred to above for their life choices and formation of adult relationships.

Issues not discussed as part of the Primary School’s SRE programme

- Homosexuality
- Masturbation
- Oral sex
- Contraception
- Abortion
- Rape

Sensitive issues such as homosexuality, masturbation, oral sex, contraception, abortion and rape are discussed as part of the Secondary SRE curriculum. They are discussed in a manner which is appropriate to the ethos of the school and the values of the Church which sees life-giving relationships and sexual activity as a gift from God.

Roles and Responsibilities

Role of Parents

The school is well aware that the primary role in children's relationship and sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school's sex education policy and practice;
- answer any questions that parents may have about the sex education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;
- encourage parents to be involved in reviewing the school policy and resources;

Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Principal, and make it clear which aspects of the programme they do not wish their child to participate in.

Role of the Board of Directors

To keep up to date the SRE policy, in consultation with parents and will make copies of the policy available to them. They will make known to parents their right to withdraw their children from all parts of the SRE provided at school except for the science parts in the Statutory National Curriculum.

Role of the Teachers

To contribute to children's physical, spiritual and moral development set in the Catholic ethos of the school.

CONFIDENTIALITY

Teachers conduct sex education lessons in a sensitive manner and in accordance with the schools safeguarding policy.

CURRENT POSITION

The SRE policy is to be shared with the Board of Directors, Local Academy Committee's (LAC's), parents and staff. An action plan will be made to plan out how it will be implemented in our school. The school will identify a SRE Co-ordinator to manage this together with the designated SRE LAC member.

MONITORING AND REVIEW

The Board of Directors will ensure that the MAC school has a senior member of staff designated to take lead responsibility on updating the SRE Policy. This policy is reviewed annually by the Mission Committee.

RESOURCES

The materials on which we base our SRE work are all diocesan approved:

EYFS, KS1 and KS2

- "We All have the Right to Feel Safe" programme - Ann Seal Protective Behaviours
- "All that I am" resources for Year 5 and 6 - Birmingham Diocese Dept of RE

KS3

- "How I am" published by the Diocese
- "A time to live" text book published by Veritas

KS4

- "Where I am" published by the Diocese
- " Catholic Christianity" text book by Hodder Education

KS5

- "Who I am" published by the diocese

St Thomas More also invite "Challenge Team UK" into the school to work across all year groups.