

St Michael's Catholic Primary School

In formulating and applying this policy, The Governing Body and Staff of our Catholic School seek to promote and implement in relevant ways, the aims and intentions of the Mission Statement that has been agreed by the whole school community.

"Praise the Lord in Work, Play and Prayer"

According to the latest DfEE guidance SRE is:

'... lifelong learning about physical, moral and emotional development. It is about 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'

DfEE 'Sex and Relationship Guidance', 2000.

POLICY DEVELOPMENT

This policy was developed by the SRE co-ordinator, following consultation with parents, Year 6 children and governors of our school.

This policy takes full account of the school's legal obligations and the latest DfEE 'Sex and Relationship Education Guidance' (2000).

There will be an emphasis on the importance of relationships in particular.

All members of staff are responsible for delivering the SRE programme for their year group. The programme is overseen by Mrs Leftwich (Science Co-ordinator)

The policy has been produced with the co-operation of the Headmistress, governors, health education advisors and staff.

The school will provide a programme of Family Life Education (SRE) which:

- Is firmly based on Christian principles and positive teaching.
- It combines treatment of the biological, social, moral and religious aspects of relationships, emotional well-being and sexuality and procreation, (within the context of marriage, the family and family relationships)
- Will conform to the teachings of the Catholic Church.

The school fully recognises that *parents are the first and most important educators of their children* and seek to support them in their role. Teaching in school about Family Life, including sex education, will support the development of the whole child in an environment illuminated by Faith. It will be sensitive to children's age and maturity and to the background from which they come.

Parents are to be consulted over any changes to the Family Life Education Policy and copies of this policy will always be readily available to them.

PRINCIPLES

It is important that as children grow up they come to an understanding of their own bodies, instincts and feelings.

In order to attain mature adulthood, children need a planned programme of Sex and Relationships education to enable the developing image of 'the self' as a sexual being to be nurtured.

At St Michael's we believe that:

- Responsible education should include sex education from its early days being appropriately set for the age and maturity of the pupils.
- Effective relationships and sex education is best achieved through a whole school approach which includes involving parents/carers and giving staff relevant training and support.
- Ensuring that children's views are heard. Children are entitled to clear, accurate information about relationships and sexual matters. Their questions should be answered honestly and directly at a level appropriate for their age and maturity in an atmosphere of trust and openness without fear of embarrassment. Questions and answers will link with the set ground rules, and may be answered after the lesson on a one-to-one basis.
- The school policy for confidentiality and handling sensitive and controversial issues should be followed.

AIMS

Pupils should:

- Increase their factual knowledge about the human body so that they can understand and feel comfortable with their own bodies and sexual nature.
- Follow a graduated, age-appropriate programme starting with a focus on friendship, anti-bullying and building of self-esteem leading to knowledge about puberty before they experience the onset of physical changes.
- Develop skills, knowledge, attitudes and values linked to learning outcomes from National Curriculum Science, PSHE and Citizenship.
- Achieve sound standards of knowledge and understanding and apply this in context relevant to their own lives.

The aims of the programme of Family Life Education followed at St Michael's School are to help pupils to:

- Appreciate the wonder of being made in the image and likeness of God.
- Understand the cycle of birth, growth through puberty, marriage and family life as the proper context within which children are brought into the world.

- Grow in the understanding of the nature, purpose and value of marriage, the family and family life as an important and special gift from God.
- Live their lives in families and other social groups in a way that reflects commitment to Christ.

ATTITUDES AND VALUES

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life, marriage and stable and loving relationships for the nurture of children.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.
- To promote an informed, responsible and Christian attitude towards sexuality, sexual relationships and human relationships in general.
- To foster understanding of Catholic teaching in this area.
- To foster in both boys and girls a proper and mutual respect for members of the opposite sex.
- To promote an appreciation of the nature, purposes and values of marriage and the family.

PERSONAL AND SOCIAL SKILLS

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices based on an understanding of differences and with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Learning how to recognise and avoid exploitation and abuse.

CONTINUITY AND PROGRESSION

The curriculum framework for Sex and Relationships Education starts in KS1/Foundation and progresses to the end of KS2 in the primary school. There is opportunity for new concepts to be introduced as well as revisiting to reinforce and consolidate previous learning.

The programme will be taught by teachers who are fully supportive of the aims and principles which inform it and who have received appropriate in-service training. The School Nurse, in close consultation with the class teacher, will also give some support.

NATIONAL AND LOCAL SUPPORT AND GUIDANCE FOR SCHOOLS TO DEVELOP SRE

Rates of teenage pregnancy, abortion and sexually transmitted infections in the UK are among the highest of all European countries. The Government has developed a comprehensive strategy to change this situation and SRE for pupils in both primary and secondary schools is seen, alongside other initiatives, as a key element. Our school's approach to SRE is in line with the

Government's strategy and guidance given to schools in DfEE 'Sex and Relationship Guidance' 2000. Our approach is also in line with Diocesan guidance and the teaching of the Catholic Church.

At a local level support and guidance for schools to develop SRE includes:

- SRE training for teachers funded through the LEA and Local Health Authorities.
- Advice and support for schools from expert LEA and Health Authority personnel.
- Support from Local Health Authority school nurses.
- Support from the Wolverhampton Healthy Schools scheme.

CONTENT AND ORGANISATION

The Science and RE Co-ordinator will maintain a close liaison with the class teachers delivering the programme and will be available for support and advice.

In order to fulfil these aims the programme of Family Life Education will:

- Extended over all years in the school including the Nursery and at each stage will be attuned to the respective needs and capacities of the various age ranges. It will pay due regard to the special needs of boys and girls respectively. Older girls and boys may be taught in separate groups about the changes to their bodies as they enter puberty.
- Provide a curriculum from the Nursery to the end of Year 6, which combines the religious, physical, social and moral aspects of sex education in the context of marriage, the family and family relationships.
- The programme will build each year on what the children have previously learnt.
- It will be concerned to establish positive principles, values and attitudes before moving on, in the case of older junior children, to explicit explanations of human sexuality.
- These topics will NOT be part of the Family Life Education programme:
 - extra-marital sexual relationships
 - family planning
 - abortion
- The programme 'In the Beginning' is in place from Reception – Year 4. Nursery will be aware of the Reception pack of work but may also address aspects as they arise during the exploration of the world around them.
- Teaching methods will vary according to learning material.
- Pupils learning will be, where possible, interactive to ensure all pupils are involved in the achievement of the objectives.

MORAL AND VALUES FRAMEWORK

Children will be taught sex education with a framework which models and encourages the following values:

- A respect for self.
- A respect for others.

- Non-exploitation in sexual relationships.
- Commitment, trust and bonding within sexual relationships.
- Mutuality in sexual relationships.
- Honesty with self and others.
- A development of critical self-awareness for themselves and others.
- An exploration of the rights, duties and responsibilities involved in sexual relationships.
- Compassion, forgiveness, mercy and care when people do not conform to their way of life.
- An acknowledgement and understanding of diversity regarding religion, culture and sexual orientation.
- Self discipline regarding their sexuality.

EQUAL OPPORTUNITIES

Young people may have varying needs regarding SRE depending on their circumstances and background. St Michael's school strongly believes that all pupils should have access to SRE that is relevant to their particular needs. To achieve this we require our Year 6 children and parents to conduct an anonymous SRE questionnaire in which they are asked to highlight their needs and preferred method of SRE delivery.

Our approach to SRE will take into account the following:

The needs of boys and girls – We will consider the particular needs of each gender, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying.

Ethnic and cultural diversity – Different ethnic and cultural groups may have different attitudes to SRE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

Varying home backgrounds – We recognise that our pupils may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

Sexuality – Our approach to SRE will include sensitive, honest and balanced consideration of sexuality. We shall actively tackle homophobic bullying.

Special educational needs – We shall respond to the fact that some pupils may have learning, emotional or behavioural difficulties or physical disabilities that result in a particular SRE needs.

A WHOLE SCHOOL APPROACH

A whole school approach will be adopted that actively involves the whole school community. All groups who make up the school community have rights and responsibilities regarding SRE. In particular:

- The senior management team (SMT) will endeavour to support the provisions and development of SRE in line with this policy by providing leadership and adequate resourcing.
- The designated SRE co-ordinator (currently Mrs. S, Leftwich) will maintain an overview of SRE provision and have overall responsibility for its development. This will include keeping up to date with developments and good practice, developing the provision to meet pupils needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation.
- Teaching staff. All teachers are involved in the school's SRE provision. Some teach SRE through the PSHE programme and some through science, RE and other curriculum areas. All teachers play an important pastoral role by offering support to pupils. Any teacher can be approached by a student who experiences a difficulty regarding sex or relationship issues. Teachers will be consulted about the school's approach to SRE (staff/key stage meetings) and aided in their work by provision of resources, background information, support and advice from experienced members of staff and access to appropriate training.
- Non-teaching staff may be involved in a supportive role in some SRE lessons and also play an important, informal pastoral support role with students. They will have access to information and appropriate training about the SRE programme and will be supported in their pastoral role.
- Governors have responsibilities for school policies. They will be consulted about the SRE provision and policy and have regular reports at Governor's meetings.
- Parents/carers have a legal right to view this policy and to have information about the school's SRE provision. They also have a legal right to withdraw their children from dedicated SRE lessons but not when the SRE is taught within the National Curriculum for Science. St Michael's school will seek and take account of parent/carer views and endeavour to adopt a partnership approach with them.
- The school nurse plays a key role in SRE both in terms of input into lessons and provision of pastoral support for pupils. The school will work in ongoing consultation and partnership with the school nurse.
- Pupils have an entitlement to age and circumstance appropriate SRE and to pastoral support. They will be actively consulted about their SRE needs and their views will be central to developing the provision.
- Year 5 and 6 will be taught by Mrs Leftwich (LEA, Diocesan SRE trained), Mrs Fergusson, Mr. Griffiths and the Nurse attached to our school.
- Liaison with other Primary and Secondary schools will happen through the 'SRE Good Practice Group' meetings which take place on a termly basis.

SPECIFIC ISSUES STATEMENTS

- Parents/carers will be notified in advance when any matters of a sexual nature are to be taught in Year 5 and 6.
- They will be given an opportunity to inspect the materials to be used.

- The Headteacher will be happy to discuss with parents any concerns surrounding the children's involvement in the Family Life Programme.
- All children will receive their entitlement to the National Curriculum Science Programme that specifically relates to human development and reproduction.
- It is the Governors opinion that the professional judgement of the teacher delivering the programme will be paramount, if individual children ask questions about topics such as these during delivery of the Family Life Education Programme, or at any other time, the teacher will make a decision, with reference to the needs of all the children present, about whether the matter will be explained immediately or on an individual basis on a separate occasion or be referred to their parents/carers. At all times answers to questions will be in accordance with the principles and aims laid down by the policy. There will be respect for the individual child's need to seek and to receive information, without introducing unnecessary or age appropriate matters.
- If such topics as those under consideration above should require explanation during delivery of any other programme of study (for instance when studying the Tudors in History) the explanation will be given in accordance with the principles and aims laid down by the policy.
- Any questions raised about abortion will be answered in accordance with the principle of the sanctity of innocent human life.
- If it should ever happen that a child's questions or comments during delivery of the programme raise any concerns about his or her welfare, the Headteacher, Mrs C Williams as the named officer, will follow the school's child protection procedures.
- Years 5 and 6 will use a 'question box' system. This will enable the teacher or nurse to vet the questions and decide whether the answer should be a general one to the class or deal with it in another way. (individual or referral to parents/carers)

RESOURCES

The programme will be taught by teachers who are fully supportive of the aims and principles which inform it and who have received appropriate in-service training. It will be taught for the most part in Science and Religious Education lessons.

The main resources will be work packs developed from 'In the Beginning' Primary Resource, purchased from St Edward's Catholic School, Lees, Oldham.

Other materials, including audio-visual aids if any, will be chosen carefully, to ensure that they are factually accurate, embody appropriate values and promote appropriate attitudes. Supportive documentation for teachers' own reference will include resources such as publications by 'LIFE' and 'The Truth and Meaning of Human Sexuality' (guidelines for education within the family) produced by the Pontifical Council for the Family.

ASSESSMENT AND EVALUATION

- Pupils will evaluate the lessons.
- Pupils will be encouraged to reflect on their own learning, personal experiences.
- The process of assessment will have a positive impact on the pupils' self awareness and self-esteem.

Policies linked with the SRE Programme:

- Confidentiality Policy
- PSHE and Citizenship Policy
- Anti – Bullying Policy
- Equal Opportunities Policy

DISSEMINATION OF THE FAMILY LIFE POLICY

- St Michael's school staff
- The governors of the school
- Any agencies connected to SRE
- Any inspecting bodies
- The policy will be made available to any parent via the Secretary's Office
- Parents/carers may be consulted by questionnaire or the Annual General Meeting
- Year 5 and 6 parents/carers will be invited to a meeting prior to SRE lessons being delivered

Copies of this policy will be included in staff handbook files.