

SHEFFIELD FAMILY OF CATHOLIC SCHOOLS
SEX AND RELATIONSHIPS EDUCATION POLICY

‘All persons are formed, sustained and strengthened by the quality of relationships with others’

“Children and young people should be helped to develop harmoniously their physical, moral and intellectual qualities ...they should be given a positive and prudent education in matters relating to sex Children and young people have the right to be encouraged to make sound moral judgements with an informed conscience and to put them into practice by personal choice, and to know and love God better.” **(Declaration on Christian Education Para 1 Second Vatican Council)**

1. INTRODUCTION

- 1.1 . Sex and Relationship Education (SRE) is defined as ‘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, including the teaching of sexuality and sexual health’, the development of the student’s knowledge and understanding of her/himself as a sexual being, about what it means to be fully human, called to live in right relationships with God, self and others and being enabled to make moral decisions in conscience.
- 1.2. The curriculum is matched to the needs of the children, taking into account their age and stage of development and cultural background. Our aim is to help and support children in coping with the physical, emotional and moral challenges of growing up and give them a basic understanding of human development. As children grow and mature, their personal relationships and social needs are ever changing.
- 1.3 In promoting the Aims and Mission Statements of the Umbrella Trust schools the teaching of SRE will ensure that students develop a sound, coherent understanding of the values of the Gospel and the teachings of the Catholic Church on the dignity of life. We are involved in SRE because of our Catholic beliefs about God and about the human person: God exists in relationship - a Trinity of love. We are made in God's image and likeness, created out of love. Jesus' command to love is the basis of all Christian morality and to be truly human is to exist in relationship with God and each other. So we must live in 'right relationships' with the whole of creation. We acknowledge that PSHE, Citizenship and SRE are all underpinned by a theology of relationship.
- 1.4 Stemming from our vision of what it means to be human, we seek to educate the whole person – spiritually, intellectually, morally, emotionally, psychologically, and physically – towards Christian maturity.

2. STATUTORY REQUIREMENTS

- 2.1 Under current arrangements there are a number of requirements on schools in respect of SRE. These are set out in legislation and are as follows:
- 2.2 The Education and Inspections Act 2006 places schools under a duty to promote the well-being of their pupils.
- 2.3 The Education Act, 1996, as amended by the Learning and Skills Act 2000, requires head teachers and governing bodies to have regard to this guidance; to ensure that pupils learn of the nature of marriage and its importance for family life and the bringing up of children,

and that they are protected from unsuitable teaching and materials (see section 3. 1 and 3.6).

- 2.4 All secondary schools are required to provide SRE which includes (as a minimum) information about HIV/AIDS and other STIs (Education Act 2002).
- 2.5 Schools must teach the statutory requirements of SRE within the National Curriculum Science Order for all phases. This includes the biological aspects of naming body parts, puberty, reproduction and infection avoidance
- 2.6 All primary and secondary schools are required by section 404 of the Education Act 1996 to have an up-to-date policy for SRE. This includes special schools and pupil referral units / alternative provision. It is the responsibility of the school governors to ensure that the SRE policy is up-to-date and fit for purpose. Pupils and parents must be consulted in developing the SRE policy and the policy must be available for pupils and parents to see.
- 2.7 Section 405 of the Education Act 1996 provides the right of parental withdrawal from all or part of SRE provided at school except for those parts included in the National Curriculum.

3. AIMS AND OBJECTIVES

- 3.1 Engender growth in self-respect and self-worth, recognising that each of us is created in the image of God.
- 3.2 To help pupils develop an understanding that love is the central basis of relationships.
- 3.3 To understand the importance of family life and marriage and the value of stable and loving relationships and that those relationships should be based on mutual respect, dignity and responsibility free from abuse.
- 3.4 To help pupils to understand the nature of relationships and to encourage them to reflect on their own relationships and respect differences between people.
- 3.5 To develop pupils' confidence in talking, listening and thinking about feelings and relationships.
- 3.6 To help pupils acquire the skills necessary to develop and sustain relationships.
- 3.7 Develop students understanding of their physical and emotional development.
- 3.8 To ensure that students are provided with the knowledge and insight to make informed moral decisions about sexuality and issues that surround human sexuality.
- 3.9 To enable students to reflect on what qualities are essential to help their relationships develop in a positive way.
- 3.10 Create opportunities for students to consider their knowledge, attitudes and behaviour, in the light of the Gospel values and the teachings of the Roman Catholic Church, so that they can make informed choices.
- 3.11 Help students develop an understanding that love is the central basis of relationships.
- 3.12 To help students develop a healthy and safe lifestyle.
- 3.13 The School will ensure equality of access for all our students irrespective of gender, culture or disability. SRE is an important vehicle through which many aspects of equality can be delivered successfully as it will tackle all issues that face our students today.

3.14 Develop teachers' subject knowledge and confidence in helping to deliver SRE.

4. PARENTS

- 4.1 We recognise that it is parents who are the first educators of their children and that they play a central role in assisting their children's physical, spiritual and psychological growth in preparation for the challenges and responsibilities of adult sexual life. We seek to support parents in this role. To this end there will be consultation with parents where information sharing can take place.
- 4.2 We believe in a strong, supportive partnership with parents. We believe that in order to remain true to our mission statement as parents and as a school, our children's total formation is a 'moral transaction from one generation to the next.'
- 4.3 It is therefore our hope that parents would wish their child to be involved in the school's programme of SRE.
- 4.4 However, the Governing Body recognises the right of parental withdrawal from all or part of SRE provided at school except for those parts included in the National Curriculum.
- 4.5 Parents with concerns are invited in the first instance, to arrange an appointment with the school to discuss these concerns and see if they can be resolved. If the matter remains unresolved, parents need to notify the Headteacher of their intention to withdraw their child from the sex education programme.

5. DELIVERY

- 5.1 Subject Leaders/Class Teachers are responsible for maintaining the delivery of the Sex and Relationships Education aspects of their curriculum in line with the National Curriculum and school policies.
- 5.2 School PSHE co-ordinator to oversee and develop delivery of SRE in accordance with statutory requirements and school policies. In particular to lead and co-ordinate appropriate and effective delivery of SHE in allocated curriculum time.
- 5.3 The school's commitment to gospel values and the teachings of the Catholic Church will continue to be integral to our pastoral systems and participation in well planned and led assemblies, services, liturgical events and the celebration of Mass.

6. REVIEW OF POLICY

- 6.1 Review Date will be Summer 2018

Delivering SRE

SRE is taught through:

Religious Education, Science and PSHCE. Through these areas of learning the values and principles of positive relationships are delivered on a weekly basis in all classes. In addition to this each class covers an explicit Education for Personal Relationships (EPR) Scheme of Work (SoW) in the spring term. This SoW has been designed to deliver key skills, knowledge and understanding in a consistent and developmental approach. We also acknowledge that every area of school life can potentially contribute to EPR as the school, through its very nature operates through positive human relationships.

All elements of PSHE and Citizenship at Key Stage 1 and 2 are covered.

All staff realise the obligation to deliver EPR in their role as class teachers or support staff. The staff also recognise the need for close co-operation with each other and other subject areas, in order to ensure a holistic approach to EPR.

We recognise that EPR requires sensitive teaching, which is matched in particular to the specific needs and concerns of pupils. Teachers will use their professional judgement when addressing issues in EPR and careful consideration will need to be given to the inevitable wide and varied experience and backgrounds of the pupils in the class. All teachers involved in EPR are required to be sensitive, credible and consistent.

All pupils are given equal access to EPR, including Sex Education, within the curriculum. All aspects of EPR will be delivered as a whole class. (Please refer to the EPR Scheme of Work for a full content of the teaching in each year group.)

Provision

The EPR SoW will be delivered to all children across the two key stages and in accordance with the school's policies on SEN and on equal opportunities. Our school will ensure the full inclusion of boys in all aspects of EPR.

What is the EPR Scheme of Work made up of?

When teaching EPR we aim to avoid simply giving children 'information' but aim to find a balance between:

- Knowledge and understanding;
- Feelings, attitudes and values; and
- Skills development.

Children will be taught the aspects of the National Curriculum Science orders which cover, Life and Living Processes at each key stage (Appendix a). They will also be taught those aspects of sex education identified in the NCC document 'Sex & Relationship Education' as being relevant to primary schools (Appendix b).

Our full framework will include the following sections:

- Physical development - biological names of body parts, changes, puberty, menstruation, and development of sexual organs, etc. • Emotional development - especially in puberty;

- Social development- increased independence;
- Self esteem - rights to privacy, appropriate behaviour, respect, right and wrong;
- Relationships- family;
- Relationships – friends, different types of friendship;
- Animal lifecycles/reproduction - farm animals, fish, other animals;
- Plant lifecycles/reproduction - different plant families;
- The Human lifecycle/reproduction - basic biology, responsibility, contraception;
- Pregnancy and childbirth- development of baby, uniqueness of each human being from conception;
- Gender roles and stereotyping - homophobic issues;
- HIV/AIDS/STD's etc;
- Practical skills - decision making, listening, coping with peer pressure and media pressure, etc.

Staff

All staff will be involved in developing and promoting the attitudes and values on which the EPR framework is based. They will be positive role models for the pupils of good, healthy relationships between adults and other children. They will also contribute to the development of pupil's personal and social skills.

Teaching Strategies

These will include:

- Establishing ground rules
- Circle time
- Film & video
- Interactive whiteboard
- Brainstorming
- Discussion
- Role-play
- Group work
- Checklists
- Reflection
- Case studies

Teaching methods, resources and support will be appropriately differentiated to cater for the special needs of children with educational, emotional or physical difficulties, in order to allow them to achieve mature knowledge, understanding and skills.

Cross-curricular Links

Opportunities for the teaching of some aspects of EPR will often arise in other curriculum areas, notably RE, and Science. The principles set out in this policy will apply whenever the opportunity for EPR occurs. Time will also need to be allocated for specific EPR teaching for certain classes.

Child Protection

Children need to feel safe and secure in the environment in which EPR takes place. Effective EPR will provide opportunities for discussion about what is and is not appropriate in relationships, which may lead to disclosure of a child protection issue. Teachers should not let any fears and worries go unnoticed. If they suspect a child is at risk of, or is a victim of abuse, they should follow the school's child protection policy and inform the designated member of staff.

Children's Questions

We wish to promote a healthy, positive atmosphere in which EPR can take place. Children must be free to ask questions, confident that their questions will be taken seriously and will be answered. This must also be without fear, ridicule or harassment from other children. Some questions may raise issues of a particularly sensitive or personal nature. Teachers, therefore will need to agree ground rules with the class to encourage a supportive, caring atmosphere, where pupils and teachers feel safe. These rules may include agreement such as not to ask personal questions of the teacher or fellow pupils. An anonymous question box will be set up in class for children to pose questions they may feel uncomfortable asking in front of their peers. The teacher's role will be to decide which of these questions are suitable to be answered and how to answer them to ensure the children will understand.

Sensitive Issues

It is inevitable that sensitive or controversial issues will be raised during EPR lessons. We anticipate issues to do with friendship, relationships, partnerships, marriage, divorce, good and bad touching, pre and extra marital sex, contraception, abortion, rape, homosexuality, etc. If such issues should arise we believe that they should be discussed openly within the context of the EPR framework and with due consideration to the age and maturity of the children concerned, in order to educate children and protect them from harm and exploitation. These issues will be dealt with sensitively, taking into account the needs and experiences of the pupils. Pupils will be made aware of both the church teaching and the law as they relate to the issues.

Confidentiality and Advice

All governors, teachers, support staff and parents must be made aware of this policy particularly as it relates to issues of advice and confidentiality. Pupils will be encouraged to talk to their parents about the issues discussed in the programme. Teachers will always try to help pupils facing personal difficulties, where it is appropriate to do so. They will be able to inform pupils of who else they can ask for help, E.g. Parents, the school nurse, another member of staff, their doctor, Childline. Where pupils wish to disclose issues of a personal nature, teachers must explain that they cannot guarantee complete confidentiality, E.g. In situations of abuse, but would have to inform other people such as the parents and/or head teacher. Health professionals are bound by their codes of conduct when dealing with pupil's one-to-one on health related matters. In the classroom situation they should follow the school's policy on confidentiality, as other teachers would, seeking to prevent inappropriate disclosures, using distancing techniques and agreed ground rules.

Assessment Recording and Reporting

A record is kept in the teacher's planning file of the delivery of EPR and progress on pupil development is provided in an end of year report.

Monitoring and Review

The EPR coordinator will monitor the implementation of the programme by examining planning and samples of children's work and through discussion with colleagues. The framework will be evaluated thereafter at regular intervals. The views of parent's and children, as well as teachers, will be taken into consideration, and the results of the evaluation will be reported to all the interested parties. People will then be given the opportunity to make suggestions for improvements or changes. The governors will consider such evaluations and suggestions before amending the policy and parents will be informed of any changes to the framework.

This policy will be monitored annually by the PSHCE Subject leader and will be reviewed by the Governing Body on a regular basis. At the end of each academic year the PSHCE subject leader

will take feedback from staff and meet to collate that information and make any necessary changes. Any changes will be submitted to the Governing body for approval.

EPR Policy – Appendix (a)

The National Curriculum Science orders include the following aspects of sex education:

At Key Stage 1 pupils should be taught:

- That animals, including humans, move, feed, grow, use their senses and reproduce
- To name the main external parts of the human body (including correct names of sex organs)
- That human can produce babies and these babies grow into children and then adults.
- To recognise similarities and differences between themselves and other pupils.

At Key Stage 2 pupils should be taught:

- That there is life processes, including nutrition, movement, growth and reproduction common to animals including humans.
- The main stages of the human lifecycle.

EPR Policy - Appendix (b)

The National Curriculum Document 'Guidance 5 – Health Education' (1990) - aspects of sex education relevant to primary schools: (this is now also set out in the Sheffield Primary SRE toolkit)

At Key Stage 1 pupils should be taught:

- Know that humans develop at different rates and that human babies have special needs.
- Be able to name parts of the body including the reproductive system, and understand the concept of male and female.
- Know about personal safety, e.g. know that individuals have rights over their own bodies and that there are differences between good and bad touches, and begin to develop simple skills and practices which will help maintain personal safety.
- Appreciate ways in which people learn to live and work together: listening, discussing, and sharing.
- Understanding the importance of valuing oneself and others.
- Begin to recognise the range of human emotions and ways to deal with these.

At key Stage 2 pupils should:

- Begin to know about and have some understanding of the physical, emotional and social changes which take place at puberty.
- Know the basics of human reproduction and understand some of the skills necessary for parenting.
- Know that there are many different patterns of friendship: to be able to talk about friends with important adults.
- Know and understand how changes at puberty affect the body in relation to hygiene.
- Understand the meaning of friendship and loyalty and begin to develop skills needed to form friendships.

Scheme of Work for Education for Personal Relationships

This Scheme of Work has been written in accordance with the schools Education or Personal Relationships policy (EPR).

RE teaching and the Catholic ethos

This scheme of work draws on the Leeds/ Hallam Dioceses' publication: 'Education for Personal Relationships (EPR) - Guidelines and Framework'

This states that all teaching of EPR must be....'firmly rooted within the Catholic ethos,' and the belief that, "each human being is unique and made in the image and likeness of God'. It also states that... "Sex and Relationship Education is a vital aspect of Education for Personal Relationships."

Hence, in this EPR Scheme of Work direct links are made to aspects of RE teaching, sometimes specifically to topics in the 'Here I am', RE scheme, but always in relation to our Catholic ethos and RE teaching.

Science

Within the teaching of EPR there are many obvious links to the Science Programme of Study: Life and Living Processes (AT2)

Resources

'In The Beginning'- Activity Booklets for children from Y1-Y6 (RE based)

'All That I Am' Y4/Y5-Y6 (RE based videos and related activity sheets)

Channel 4- Living and Growing: Unit 1- (5-7Yrs) FS2/ Y1/ Y2 (DVD/Videos and related sheets) Unit 2 - (7-9Yrs) Y3/Y4 Unit 3 - (9-11yrs) Y5/Y6

BBC "Watch" – 'Birth, Care and Growth'- DVD/video, posters, activity sheets (5-7yrs) KS1 (and KS2)

BBC Focus-'Growing up'- DVD/video and related activity sheets (8-11yrs) KS2

'Health For life' Scheme- Book 1 (5-7yrs) Book 2 (8-11yrs)

'Real Health for Real Lives' Book 1 (4-5yrs) Book 2 (6-7yrs) Book 3 (8-9yrs) Book 4 (10-11yrs)

Various 'lifecycles' books of animals, insects and humans.

Teaching methods and approaches

As in all subjects, teaching methods needs to be varied and appropriate to the age and ability of the class and to the lesson content. Approaches may include: • Discussion and question time • Role play • Use of circle time • 'Draw and write" activities • Worksheets • Games • DVD/Video and related activities • Sensitive Issues

The teaching of EPR will inevitably raise issues of sensitivity. This point is covered in the EPR policy under 'Guidelines'.

If the content of the lessons indicate that such issues may arise, then teachers should establish 'ground rules' to ensure a healthy and positive atmosphere in which all children feel safe.

These might include:

- Listen to each other without interruption

- Do not laugh at or ridicule anyone
- Everyone's contribution is valuable
- Do not ask personal questions of each other or the teacher
- We're all learning and it's ok to make mistakes
- We must respect each other's confidentiality and not gossip about each other
- It's ok to feel embarrassed to blush to feel like giggling
- All questions are acceptable but children need to know that teacher may choose to answer it on an individual level if not appropriate for whole class

Answering difficult questions

The EPR policy states that we will endeavour to answer children's questions with due consideration to the age and maturity of the children and to the appropriateness of the subject matter. Teachers will need to overcome any personal embarrassment in order to make children feel at ease with asking questions.

Strategies for answering questions

- Ensure group agreement on ground rules (including no personal questions) • Acknowledge any difficulty in answering and agree to revisit if necessary
- Maintain eye contact with the child
- Draw on your own knowledge (if you are confident)
- Say; 'We will find out together'
- Give straight forward factual answers
- Use humour to ease the situation ('with' not 'at' the child)
- Turn the question back- ask why the child is asking that (judge their knowledge)
- Buy time if you need to think and agree to revisit later if necessary on an individual basis
- Always show care and respect for the child

Policy reviewed and updated January 2016 Policy will next be reviewed January 2019

Glossary

SRE – Sex & Relationships Education

PSHCE – Personal, Social, Health and Care Education

SoW – Scheme of Work

EPR - Education for Personal Relationships

PSHE – Personal, Social and Health Education

NCC – National Curriculum Council

RE – Religious Education