



Saint Michael Catholic Primary School
Relationships and Sex Education Policy
(RSE)

Mission Statement:

Excellence • Enrichment • Enjoyment

Date policy accepted by the Governing Body: July 2014

Updated: July 2015

Date for review: July 2016

Ethos and Values

At St Michael's, the SRE curriculum will reflect the values of our school PSHE programme, Religious Education Programme and our ethos as a Catholic school, and will be taught in the context of relationships and Sacraments. In addition, SRE will promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

Every pupil should receive their full entitlement to SRE regardless of their gender, race, ethnicity or faith.

At St Michael's, we aim to provide a holistic education for all children, regardless of ethnicity, language or gender.

We aim to support children in their emotional, cultural and social, as well as academic development.

Definition

According to the Sex and Relationship Education 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."

Our Christian understanding of what it means to be human.

We are involved in Sex and Relationship Education precisely because of our Christian beliefs about God and about the human person: God is community - a Trinity of love.

- We are made in God's image, Jesus is 'Word-made-flesh', all flesh is holy.
- Jesus' command to love is the basis of all Christian morality.
- Humans are created out of love.
- To be human is to relate - we exist in relationship.
- We must live in 'right relationships' with the whole of creation.
- There is a need to overcome misunderstanding and the distortion of views and values often portrayed by the media.

The Catholic school sets out to be a school for the human person and of human persons. The person of each individual human being, in their material or spiritual needs, is at the heart of Christ's teaching: this is why the promotion of the human person is the goal of the Catholic school.... For this reason the Catholic school, in committing itself to the development of the whole person does so in obedience to the solicitude of the Church, in the awareness that all human values find their fulfilment and unity in Christ'. (The Catholic School on the Threshold of the Third

Millennium, para 9 Congregation for Catholic Education 1997)

Aim and Objectives

Aim:

- Contributing to the foundation of PSHE and RE, the school's SRE programme aims to 'inform children and young people about relationships, emotions, self-esteem and personal safety' and should 'enable them to develop personal and social skills and a positive attitude to growing up'.

Objectives:

The school's SRE programme will:

- Provide information which is relevant and appropriate to the age and maturity of the pupils;
- Include the on-going development of communication and social skills
- Encourage the exploration and clarification of values and the development of positive attitudes.
- Uphold our values as a Catholic School
- Support children in developing positive self esteem
- Act as an effective vehicle for promoting respect for self and others

Policy, Leadership and Management

Governors, in consultation with the head teacher, have a statutory responsibility for SRE in their school. Governing bodies, together with the PSHE co-ordinator, are expected to involve parents, pupils, staff, health professionals and other agencies to ensure that the school's SRE programme addresses the needs of the community, education, health priorities and the needs of the pupils themselves.

Implementation

a) Curriculum

The minimum statutory requirement for SRE is that schools must deliver the National Curriculum for Science to all children within school:

National Curriculum Science

Key Stage 1

- Animals, including humans, move, feed, grow, use their senses and reproduce.
- Children should name and recognise the main external parts of the human body.
- That humans can produce offspring and these grow into adults.
- Children should recognise similarities.

Key Stage 2.

- That the life processes common to humans and other animals include nutrition, growth and reproduction.
- The main stages of the human life cycle, including puberty.

In addition to the Science National Curriculum, PSHE and RE provide an appropriate vehicle for SRE. A planned and co-ordinated approach to PSHE can provide an appropriate framework for SRE to take place providing pupils with a consistent message.

Use of Visitors

Our school nurse co-delivers the SRE curriculum in Year 6.

Health professionals who are involved in delivering programmes are expected to work within the schools' Sex and Relationship Education Policy and under the instruction of the head teacher, however when they are in their professional role such as the school nurse in consultation with an individual pupil they should follow their own professional codes of conduct.

Monitoring, Assessing and Reviewing

To ensure that the policy is adhered to and is effective, it will be monitored, reviewed and evaluated regularly. The school will therefore implement its existing systems to ensure this takes place and amend policies and processes in light of reviews and evaluations. The whole school community will be consulted and given the opportunity to review and assess the policy, this includes pupils, parents, staff and other staff members i.e. mentors etc,

Relationship with other policies

a) PSHE

Sex and Relationship Education sits within of the PSHE curriculum and as such should be planned, delivered, co-ordinated, assessed and monitored in line with the school's PSHE Policy.

b) Anti-bullying

This policy will be linked to the school's broader policy on anti-bullying.

c) Safeguarding

If any disclosure occurs during a SRE lesson or concerns are raised, teachers will follow the school's procedure for Child Protection.

d) Confidentiality

Children have rights under the Children's Act 1989 and can thus expect to be treated sensitively regarding seeking information and advice. However, staff should not give guarantees of confidentiality where the safety and welfare of a child is at risk.