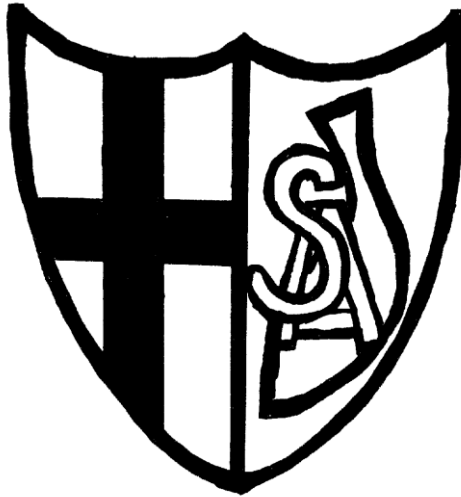


St. Albert the Great Catholic Primary School



“The more I learn about the world in which I live,
the closer I grow to God.”

Sex and Relationships Policy

**Including procedures for dealing with allegations
involving staff/volunteers**

Author: Headteacher

Approved: Spring 2016

Next Review: Spring 2018

THE CATHOLIC ETHOS OF THE SCHOOL

At St Albert the Great Catholic Primary School we aim to provide the highest quality education and care for all our children. We aim to offer a welcome to each child and family and to provide a safe, warm and caring environment within which all children can learn and develop.

Our school was founded by and is part of the Catholic Church. Our school is to be conducted as a Catholic school in accordance with canon law and teachings of the Catholic Church, and in accordance with the Trust Deed of the Archdiocese of Westminster and at all times the school is to serve as a witness to the Catholic faith in Our Lord Jesus Christ.

Introduction

Sex and relationships education is learning about the emotional, social and physical aspects of growing up, relationships, sex, sexuality and sexual health. Some aspects are taught in science and others through the Religious Education curriculum and the PSHCE curriculum. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is about the development of the pupils' knowledge and understanding of him/herself as a fully human and sexual being, called to live in relationships with self and others and being enabled to make moral decisions in conscience. This document identifies the three main elements: attitudes and values, personal and social skills and knowledge and understanding.

Principles

Whilst fully acknowledging and complying with legal requirements, we stress Christian influence on our teaching of all areas of the curriculum and that this teaching is placed firmly within the tradition of the Roman Catholic faith. Sex education is an integral part of the growth and development of our pupils and cannot be neglected if the school is fulfilling its statutory obligation.

Positive and prudent sex education begins first with the family and we cannot overstate the importance of parental involvement. 'The first and primary educators of children are their parents...' (Religious Dimensions of education in a Catholic School).

Aims

Sex and relationships education includes biological knowledge and understanding of how the reproductive system works but it also includes knowledge and understanding about relationships, feelings and behaviour and about making choices. Because of this we aim to:

- Provide an accurate knowledge and understanding about sexuality and relationships appropriate to age and ability
- Raise their awareness in keeping themselves safe from harm and in protecting themselves from exploitation
- Engender growth in self-respect and self-worth, recognising that each of us is created in the image and likeness of God
- Explore the meaning and value of life and give some appreciation of the values of family life
- Enable pupils to have an understanding that love is central to and the basis of meaningful relationships

- Enable pupils to have an understanding of their own bodies and their emotional development as they grow and change
- Encourage pupils to grow in awareness of their own attitudes and values, and develop a sense of responsibility for themselves
- Enable pupils to develop personal and social skills and to reflect on their own relationships recognising the qualities that help relationships to grow and develop in a positive way.

We believe that the development of a positive, person-centred education is at the heart of Catholic Christian education. Our aims therefore, support the personal, moral and social development of all pupils, ensuring they have the ability to accept their own and others' sexuality in positive ways, without discrimination and to enjoy relationships based on mutual respect, dignity and responsibility free from abuse.

Roles and Responsibilities

Parents

'Parents are the first and best educators of their children' (Second Vatican Council). At St Albert the Great School we seek to support parents in their role through working in partnership with them. There will be a meeting for parents in Year 5 and 6, during which there will be an opportunity to ask questions and view the resources used. This will take place prior to the children's instruction. Parents will be encouraged to talk to their children about the lessons at school and to listen to their questions and concerns.

Parents are informed they have the right to withdraw their children from sex and relationships education if they so wish, with the exception of those elements that are required by the National Curriculum. Any such request should be made in writing.

Governors

Governors have a responsibility for the provision of the policy and the sex and relationships education programme rests with the governing body. The Headteacher carries delegated responsibility and is supported in overseeing the programme.

Headteacher

The Headteacher is responsible for authorising the use of resources and communicating with the Year 5 and Year 6 teachers and the school nurse to determine any content changes to the programme. The Headteacher will have responsibility for dealing with requests from parents to withdraw children from sex and relationships education lessons.

Teachers

Teachers will advise governors on the content and organisation of sex and relationships education. Working in partnership with health education professionals, teachers will have the ultimate responsibility of using their professional skills to develop and teach the sex and relationships education curriculum. Opportunities will be provided for review and evaluation of the programme on an annual basis and this will be in consultation with the Headteacher and health professionals as appropriate.

Management of Learning and Teaching:

Foundation Stage and Key Stage 1 will endeavour to help children to:

- Understand the importance of valuing themselves and others
- Recognise their membership of the family and recognise the roles of individuals in the family
- Be able to name the external parts of their body
- Recognise that babies have special needs
- Appreciate relationships; in school, community, friends, family, working together, playing and praying together
- Know about the rituals of emotions and how we can deal with them
- Know about being safe. Such issues as appropriate and inappropriate touching may be discussed by class teachers if necessary and under direction of the Headteacher
- Have an awareness of personal health and safety and hygiene issues.

At Key Stage 2 teachers will endeavour to help children to:

- Value themselves as children of God and their bodies as God's gifts to them
- Understand that they grow and change through life
- Understand what is meant by relationships within families, friends and communities
- Develop an appreciation of what is involved in bringing up children and what responsibilities parents have
- Become aware of different patterns of relationships
- Be aware of their changing emotions and the need to respect other peoples' emotions and feelings
- Begin to talk about and understand the changes that come through puberty
- Know and understand their own bodies and the need for personal hygiene
- Know the basic biology of human reproduction
- Appreciate that life is a precious gift from God
- Become aware of the choices they make and that there are good choices and wrong choices
- Recognise the importance of forgiveness in relationships and the all-embracing forgiveness of God

Cross-Curricular

At St Albert the Great School all teachers recognise that the content of a sex and relationships curriculum requires enormous sensitivity on the part of the adult in its delivery. The emphasis we place on positive relationships permeates all aspects of the curriculum and forms the basis of attitudes within our school.

The content of the sex and relationships education curriculum normally occurs within the framework of our Religious Education teaching, the PSHCCE framework and in line with our science programme. DFES guidance recommends that both boys and girls know about puberty and how a baby is born as set out within the National Curriculum.

At Key Stage 1 pupils will learn:

- That animals including humans move, feed, grow, use their sense and reproduce young
- To recognise and compare external parts of human bodies
- That humans and animals can reproduce offspring and these grow into adults
- To recognise similarities and differences between themselves and others and treat others with sensitivity

At Key Stage 2 pupils will learn:

- That life processes common to humans and other animals include nutrition, growth and reproduction
- About the main stages of the human life cycle
- About how the choices they make can affect other people and along with choice comes responsibility

Upper Key Stage 2 (Year 5 and Year 6)

On reaching Year 5 and Year 6, the pupils meet with the School Nurse and class teacher to discuss personal hygiene

The Year 5 and Year 6 parents will be invited to attend a meeting with the Headteacher, our Year 5 and our Year 6 teachers outlining the context within which our direct teaching takes place under the headings of:

- **Physical body changes**
- **Changes in emotions**
- **Human reproduction**

Parents will be able to view samples of the video/powerpoint material that is used and ask questions as necessary and are encouraged to support their children through answering questions and listening to their concerns. They will be reminded that they have the right to withdraw their child from any part of the programme (except those elements required by the National Curriculum). Pupils will be encouraged to treat this subject in a respectful manner. Questions relating to human sexuality will be answered sensitively and may be referred back to parents if more appropriate.

Special Educational Needs:

Due to the sensitive nature of this subject, special needs will be considered in terms of the child's relationship with others, him/herself and God. These relationships may be affected by circumstances such as bereavement, family difficulties, family breakdown, damaged friendships, arguments etc. Special needs may be qualified as long or short term but none the less should be acknowledged at the appropriate level. Due regard will always be given to the ethnic diversity of our school community so that all teaching is presented in a manner sensitive to our cultural diversity.

Special needs may be assigned to a particular group, eg the staff have acknowledged it will be necessary to separate the boys and girls so that girls may freely discuss subjects such as menstruation and the related personal hygiene issues. It may also be necessary to acknowledge and deal with the extra special needs of a sexually abused child. Such a situation would always be dealt with in accordance with HCC guidance on child abuse.

Review:

This policy is the responsibility of the Governing Body and will be reviewed by them on a two-yearly cycle.