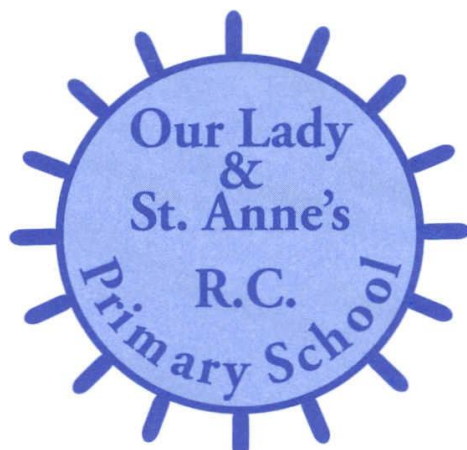




# Sex and Relationship Education Policy

## 2017-18



**School: Our Lady & St Anne's RC Primary School**

**Head Teacher: Michael O'Brien**

**Named personnel with designated responsibility for Sex and Relationship Education:**

Academic year	Designated Lead	Head Teacher	Chair of Governors
2017-18	Samantha Henzell	Michael O'Brien	Christine Baker

**Policy review dates:**

Review Date	Changes made	By whom	Date Shared
September 2013	Policy written	Michael O'Brien	October 2013
September 2015	Policy reviewed	Samantha Henzell	October 2015
September 2017	Policy reviewed	Samantha Henzell	October 2017



## **Safeguarding Statement**

At Our Lady & St Anne's RC Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Our Lady & St Anne's RC Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

School Aims

## **RATIONALE**

At Our Lady and St Anne's R.C. Primary School we believe that appropriate and responsible Sex and Relationships Education is an important element in preparing pupils for adult life. The delivery of this subject matter calls for careful and sensitive treatment. Such education cannot be reduced to the teaching of biological fact. Our school shares the responsibility with parents to ensure that the giving of this information is within the context of a Catholic community and that it is based on sound moral values and principles and the teachings of the Roman Catholic Church.

## **PURPOSE.**

At Our Lady and St Anne's R.C. Primary School we aim to :-

- Help children understand that in human growth individuals vary in shape, size and rate of development.
- Create an atmosphere of trust and sensitivity in which Sex and Relationships Education becomes a natural part of the development of the whole child thus preventing later problems.
- Ensure that education in sexual matters is a fully integrated part of the school's curriculum; not taken out of context, or over emphasized, having due regard for age and stage of development.
- Help children understand and value the primary role of the family, and the importance that family life plays in the development of the child, laying firm foundations for future relationships and parenting.
- Enable children to see and understand the family and relationships within the wider context of the community.
- Help children understand the physical, emotional and social changes they will encounter as they progress into puberty.



- Enable children to recognize that life is a cycle and that the celebration of changing roles has an important function, requiring sensitive handling.
- Enable the child to become aware of his / her own body parts by developing physical awareness and to become aware of how reproduction occurs in relation to total body development.
- Teach an acceptable and agreed vocabulary for all parts of the body.
- Help children to be aware of their rights especially concerning who can touch their bodies.
- Encourage children to have a sensible attitude towards sex and bodily functions.
- Create an atmosphere within which pupils can ask questions and discuss sexual matters without embarrassment.
- Share with parents the responsibility of Sex and Relationships Education.

### **GUIDELINES.**

At the appropriate time pupils will be given a positive sexual education. The children's world will be explored from a Catholic standpoint as a sign of God's presence and love. Parents will be given opportunities to preview any resources used.

In the Early Years teaching will concentrate on naming body parts, relationships, families, baby-care, gender differences, self image and esteem, life cycles of other animals, assertiveness, right and wrong and personal safety. It will be presented in a natural setting through planned units of work.

In Key Stage 1 these aspects of Sex and Relationships Education will be continued as parts of the planned curriculum. Pupils will know that humans develop at different rates and that human babies have special needs and they will understand the concept male and female. In addition they will know about personal safety e.g. that individuals have rights over their own bodies and that there are differences between good and bad touches. They begin to develop simple skills and practices that maintain personal safety. Pupils will know that there are different kinds of family and will be able to describe the roles of individuals within the family and know about rituals associated with birth, marriage and death. They will be able to talk about the emotions involved and they will understand the idea of growing from young to old.



In Key Stage 2 teaching will develop, consolidate and extend past information. During Key Stage 2, pupils will begin to know about and have some understanding of the physical, emotional and social changes which take place at puberty and know the basic biology of human reproduction. They will understand what is meant by "relationship" within families, between friends and in the community.

At all times children's questions will be answered accurately and appropriately.

'A Journey in Love' will be the main teaching resource used in school to help teachers deliver any part of the Sex and Relationships Education Programme.

### **CONCLUSION.**

At the heart of Christian faith is belief in the "Incarnation". We believe that God became man in Jesus; and therefore that all life is charged with a sacred dimension. Jesus demonstrates his humanity to us through his relationships with others. He commands us to love God and to love one another. It is paramount that we place any Sex and Relationships Education Programme within a framework bounded by mutual respect within the context of loving relationships. Sex and Relationships Education, therefore, must not be seen merely as part of Health Education, giving the children the information and skills they need to make informed and healthy choices as they move into adulthood but also a positive step in encouraging well developed interpersonal skills leading to emotionally well equipped adults.