

# St Joseph's Catholic Primary School

St Joseph's school is a Christian community in which individuals are valued and respected, and encouraged to reach their full potential and be

**'The Best They Can Be'**

Faith, Hope, Love.



## Policy for Sex and Relationships

### **SAFEGUARDING POLICY CROSS REFERENCE**

Please read this policy in conjunction with the School Safeguarding Policy alongside the guidance found in the Gloucestershire Safeguarding Children's Board Handbook [www.gscb.org.uk/handbook](http://www.gscb.org.uk/handbook) and the guidance on safer working practices outlined in [www.dcsf.gov.uk/everychildmatters/safeguardingandsocialcare/safeguardingchildren/safeguardingadvisernetwork/sanetwork](http://www.dcsf.gov.uk/everychildmatters/safeguardingandsocialcare/safeguardingchildren/safeguardingadvisernetwork/sanetwork)

Our ethos is one that nurtures education through recognition and celebration of all children's experiences and achievements, whatever the context. Each child is unique and made in the likeness of God. Every child should succeed at their own level and be praised for this success

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## Other relevant policies: RE, Collective Worship, PSHE, Equalities, Anti-bullying, Safeguarding

### Programme of Relationships and Sex Education

At St Joseph's Catholic Primary School, Relationships and Sex Education is taught within the context of a loving relationship using the 'Alive to the World' alongside SEAL (Social, Emotional Aspects of Learning) and Gloucestershire Healthy Schools resources

**'God's love for us is fundamental in our lives and it raises important questions about who God is and who we are.'** (Deus Caritas Est 2)

### Introduction

The work of Catholic Schools, in this area, is informed by: reflection on the Scriptures, the words and actions of Christ and the teaching of the Church. There are three important concepts which underpin any thinking on this subject:

- The dignity and worth of each person made in the image of God. **"Each of us is the result of a thought of God. Each of us is willed, each of us is loved, each of us is necessary."**
- We are called to love and be loved **"God is love and whoever lives in love lives in God."**
- We are called to form relationships to live in community **"wherever two or more of you are gathered in my name there I am."**

Pupils in our school come from many different backgrounds. The children have different life experiences, different maturation rates and different levels of sexual awareness. The pressures and influences on them, from society and the media, often subliminal, cannot be underestimated. We must be ready to accompany them on their journey to adulthood, modelling for them and enabling them to become capable of whole and wholesome relationships, and discerning their calling. Above all, the school needs to help them understand that they are loved by God and capable of loving.

Our response to Government initiatives on Relationships and Sex Education (R.S.E.) must be guided by our vision of what it means to be human and our claims to educate the whole person and the need to address issues raised by the actual experience of pupils today.

**"...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."**

### Definition

The DfE guidance requires schools to provide pupils with the knowledge and skills they require to stay healthy and safe, to make informed choices and to be aware of the law of the land. As a Catholic community, we aim to contribute to the spiritual, and moral development of pupils. We teach about relationships because relationships are the core of who we are, and how we respond to God's love.

### Rationale:

## **"I have come to you, so you may have life to the full" – John 10:10**

We are involved in Relationship and Sex Education precisely because of our Christian beliefs about God and about the human person: The interior life of God is a community of persons.

We are made in God's image and therefore destined to live in relationships with others, to form community; called to love and be loved. There is often a mistaken belief about

Christianity, a belief that somehow we are opposed to the body and that sex and sexual expression is therefore wrong. Nothing could be further from the truth. Pope Benedict XVI wrote: **"Human beings are made up of body and soul. We are truly ourselves when body and soul are intimately united."**

In Jesus God became man and dwelt amongst us. He became human body and soul and there is no greater value that can be given to us. We are called to love because God first loved us. For most people that love finds expression in the self-giving of body and spirit.

**"Sexuality is a fundamental component of personality, one of its modes of being, of communicating with others, of feeling, of expressing and of living human love."**

In the society we live in however, there is often a distorted view of human sexuality. It is often relegated to merely a human appetite; sex is separated from relationships, reduced to its lowest form. The dignity of the human person, the value of life, the need to form community these tenets of Christianity are often lost in a culture which places a high value on individuality. God's love is the model for our human love and this requires right and loving relationships. In developing our Relationship and Sex Education we use the following guidance:

- **Parents are the first teachers of their children.** Any programme of Relationship and Sex Education should be discussed with parents and involve parents.
- **It should be a developmental programme.** Appropriate to the age and development of young people, helping them to: grow in understanding, reflect critically on information given to them and enable them to make right judgements within the circumstances of their lives.
- **It should be a whole person approach.** Not simply based on biological facts but grounded in our views on the whole person, placed in the context of our beliefs.
- **It should be a whole school approach.** Attitudes are formed and values truly appreciated by the total experience of life in school, through both the formal and the 'hidden' curriculum. These attitudes and values develop as a result of relationships between pupils and staff. Consequently, while a senior member of staff should be responsible for the development and co-ordination of the necessary programmes, it should also be seen as a responsibility shared by the whole staff, with the whole range of the curriculum contributing to the formation of right attitudes in our children and young people.

### **Inclusion**

During sex and relationship teaching in school, we teach from the perspective of the Catholic community. We believe that the values we share are important and of universal value. However, we do not expect everyone to share our beliefs. We acknowledge that others have different views and help pupils develop skills to evaluate others opinions and become confident in articulating and formulating their own values. We comply with the provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics. Further guidance please see [The Equality Act 2010 and schools and Public sector equality duty\(PSED\) \(s149 of the Equality Act\)](#)

In teaching Relationships Education and RSE, we will ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Consequently we will comply with the relevant provision of the Equality Act 2010.

## **Aims**

The overall aims of R.S.E. are to:

- Engender growth in self-respect and self-worth, recognizing that each of us is created in the image of God to give and receive love.
- Explore the meaning and value of relationships and the diversity of expression.
- Enable pupils to understand that love is the basis of meaningful relationships.
- Enable pupils to have an understanding of themselves, their own bodies, their emotional development as they grow, mature and change.
- Encourage pupils to be aware of their attitudes and values and have a sense of responsibility for themselves.
- Provide an understanding of the Church's teaching on the sacraments and how this underpins its view of relationships.
- Have an understanding of and to give consideration to the beliefs, values, culture and circumstances of others and how that impacts on family life.
- Enable pupils to recognize the importance of the choices they make and that they are responsible for the decisions they take.
- Understand the Church's teaching on issues concerning human sexuality.
- Help pupils recognize and resist peer, social and media pressures in relation to self-image and sexuality.
- Teach pupils the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationship and relationships with other child and adults.
- The principles of positive relationship apply on line, especially as, by the end of primary school, many children will be using the internet.

## **Relationships and Sex Education Outcomes**

We stress the Catholic teaching that ALL OF US are created in the image and likeness of God, loved by God. We teach pupils to respect each other because pupils from our school come from many different backgrounds and family groups. We teach the children that regardless of their family structure, 'same love, different family' applies. We do not make judgements and everyone is loved by God

### **Key Stage One Outcomes**

By the end of Key Stage One pupils should be able to:

- Recognise and understand the importance of valuing themselves and others and that they are a child of God.
- Recognise and appreciate the term family and the differing formats it can take.
- Recognise their membership in a family and the roles of individuals in the differing structure of families.
- Understand human growth and development and know themselves as male and female.
- Be able to name the main external parts of the body - recognise and understand the term relationship and the range of relationships e.g friends, family, husband /wife brother/sister.

- Recognise and understand the positive characteristics of a positive relationship e.g sharing, working together, trust.
- Know about rituals that mark birth, marriage and death.
- Recognise that life is a gift from God and is precious.
- Recognise and begin to understand the range of emotions and how to deal with them in a positive effective manner.
- Recognise and understand how to keep oneself safe.
- Recognise the need for personal health and safety and personal hygiene.
- Recognise and understand the dangers associated with use of the internet and other technology.

### **Key Stage Two.**

By the end of Key Stage Two pupils should be able to:

- Value themselves as a child of God, and their body as God's gift to them.
- Identify and explain how they grow and change throughout life.
- Understand and explain what is meant by the term relationship and the differing kinds of relationships i.e. within families, with friends and communities.
- Develop an appreciation and understanding of what is involved in bringing up children and what responsibilities parents have.
- Explain the rituals celebrated in Church, marking birth, marriage and death.
- Be able to identify and explain their changing emotions and the need to respect other people's emotions and feelings.
- Begin to know and understand about the changes that come about through puberty.
- Know and understand their own bodies and the need for personal hygiene.
- Explain the names for the main parts of the body.
- Know the basic biology of human reproduction.
- Appreciate and explain that life is precious and a gift from God.
- Understand and explain the importance for forgiveness in relationships.
- Understand the responsibility they have for the choices and decisions they make.

### **KEY**

Red is relationships education

Blue is sex education

### **Roles and Responsibilities**

**Pupils:** All pupils have the right to be respected as a unique and unrepeatable human beings, created in the image of God. They have the right to; receive accurate information, appropriate to their age and ability, be able to develop spiritually and morally, have an informed conscience and be able to make informed choices. It is hoped that all pupils will be willing to listen to the teachings of the Church and become aware of the variety of other views regarding moral issues related to relationships and sex.

Pupils need to be helped to develop: a positive attitude and sense of responsibility regarding their own and others' sexuality, have a sense of self-esteem that enables them to enjoy relationships based on mutual respect, dignity and responsibility.

### **Parents**

Parents are the first and best educators of their children and the school needs to support parents in this role and work in partnership with them. Parents and guardians will be kept

informed about the programme followed at St Joseph's through information on our website and newsletters during the year. Opportunities to discuss any issue relating to R.S.E. are provided throughout the year by arrangement with the class or head teacher. Parents are encouraged to talk to their children about lessons undertaken at school and to listen to their questions and thoughts.

They will be consulted before any policy document and programme are ratified by the governors. Parents may ask to withdraw their children from sex education only. Relationship and Health education have no right of withdraw, nor can they withdraw from national curriculum science. If a parent requests withdrawal then:

- Before granting any such request, the parents/carers will be encouraged to discuss this with the Headteacher and, ensure that the child's wishes are understood and to clarify the nature and purpose of the curriculum. A record will be kept of this discussion.
- Once the discussions have taken place, except in exceptional circumstances the school should respect the parents request to withdraw their child.

### **Governors**

Governors have the responsibility for ensuring there is a Relationship and Sex Education policy, drawn up in consultation with parents and teachers, which is in keeping with Catholic teaching. If necessary, they need to provide guidelines for the teaching of sensitive issues. They must ensure that the policy is available to parents and that parents know of their right to withdraw their children. Governors must provide sufficient training and resources to see that the topic can be taught correctly, creatively and sensitively. They must ensure that the programme and the resources are monitored and evaluated. This monitoring applies to both the taught curriculum and the wider areas of school life e.g. careers, school nurse.

**Since all curriculum areas will impact at least indirectly on this area it is important governors provide training and inset for all staff to help them understand the Church's teaching in this area.**

### **Teachers**

All adult members of the school community are role models and educators in this dimension of pupils' education. The teacher's role in particular is to; value and affirm all pupils, actively promote open and wholesome relationships, develop gospel values and effective pastoral systems; and provide positive and accurate learning about relationships and sex. For teachers not directly involved in the overt teaching of Relationship and Sex Education there will be opportunities for learning, occurring in all areas of the curriculum which will indirectly refer to this area and **all teachers therefore need to be aware of the school's policy and curriculum for Relationship and Sex Education.**

Teachers should advise governors on the content and the organisation of Relationship and Sex Education. They should help develop suitable procedures for dealing with requests from parents to withdraw their children from sex education lessons; contribute to reviewing existing provision and use their professional skills in developing the curriculum. They should teach Relationship and Sex Education curriculum as detailed in the 'Alive to the World' and Gloucestershire Healthy Schools resources and make sure their own understanding of the teaching of the church is clearly developed. Teachers need to participate in the monitoring and evaluating of Relationship and Sex Education (R.S.E.).

### **Safeguarding**

Teachers have a responsibility to ensure the safety and welfare of their pupils. They are in a particular position of trust. Sexual relationships involving children under 16 are a criminal offence. Teachers need to be aware that effective Relationship and Sex Education, which brings an understanding of what is and is not acceptable in a relationship, can lead to disclosure of a safeguarding issue. There may be rare occasions when a teacher is directly

approached by a child (under 16) who is sexually active or contemplating sexual activity. This will always raise child protection issues and sensitive handling will be needed to ensure that a proper balance is struck between the need to observe the law and the need for sensitive counselling and treatment including protection from disclosure to inappropriate adults.

If a member of a school's staff (teaching or nonteaching) or a volunteer suspects that a child is a victim of abuse or they have reason to believe that he/she is at risk of abuse, they should be aware of the procedures for reporting their concerns and to whom they should do so. All staff at our school are alert to signs of abuse and know to whom they should report their concerns or suspicions. As a school we have a clear Safeguarding policy which clearly outlines the procedures to be followed if Safeguarding issues arise. Our school's senior member of staff with designated responsibility for child protection is Mrs D'Arcy, she has received appropriate training to deal with any Safeguarding issues that may be brought to her. Pupils should be clear from the outset that staff cannot always guarantee confidentiality.

**If a child makes a disclosure, then all adults will adhere to the Child Protection Policy and follow school safeguarding procedures.**

#### **Resources**

- Alive to the World scheme
- Gloucestershire Healthy Schools
- Catechism of the Catholic Church
- Science national curriculum

