



To be a community of learners, believers and friends rooted in the values of the Gospel. We seek to enable every individual to develop to his or her full potential in the knowledge that they are uniquely created and loved by God.

SEX AND RELATIONSHIPS EDUCATION POLICY

Aim of SRE and the Mission Statement

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that sex and relationship education is an integral part of this education. Furthermore our school aims state that we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves to "positive and prudent" sex and relationship education"¹ It is characterised by a whole person, whole school, and developmental approach² thus setting it firmly within our distinctively Christian vision of education.

We believe that SRE is just one aspect of the whole self and has a relationship with all components of PSHE.

The School

- a) Doubts that SRE can be avoided in classroom teaching, as questions and other issues spontaneously arise and children informally seek advice from teachers.
- b) Considers that SRE in school, in collaboration with families will safeguard the moral family-oriented Christian approach. We acknowledge that children in contemporary society are exposed daily to SRE through the media and their peers. School-home based education would provide a firmer and known base for future development.
- c) Recommends that the SRE for the school starts at parent-teacher-governor levels to ensure that all adults involved in the children's education have common and agreed understanding, knowledge and values.

Underlying Principles

We have our own Mission statement, which follows values that underpin decisions about SRE and its place in the curriculum. These values are identified and expressed on behalf of many Christian traditions by the General Synod Board of Education (1993).

1. Sex is not only a given fact of human existence but in Christian belief, a gift of God as part of creation.

¹ 'Declaration on Christian Education', Vatican II, 1965

² Education in Sexuality, Catholic Education Service

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2. It is important that as they grow up, children come to an understanding of their own bodies, instincts and feelings. In this way they will be prepared for the opportunities, joys and responsibilities of permanent relationships with people of different genders.
3. Misunderstanding and misinformation can lead to the diminution and distortion of human relationships, resulting in a debasing of human existence which has been given value and some status through the incarnation of Christ.
4. Through SRE, located within a Personal, Social and Health Education programme, which is the collaborative work of home and school, children will gradually become aware of their responsibility not only for themselves but also for those whom they love and the people with whom they live, play and work.
5. Children from both happy and unhappy marriages and homes need to glimpse something of the wonder and security of family life as a proper context of sexual expression and to grasp the Christian and other faith values of acceptance, forgiveness and loving another as yourself
6. An educated understanding of and attitude to sexuality can lead to a positive sense of personal identity and value. In this context the Christian tradition respects and values celibacy. It is commended not only within the context of religious communities.
7. The nature of Christian marriage recognises that true sexual fulfilment requires maturity, self-discipline, a will to work for others and the resisting of exploitation.
8. Christian thinking recognises the existence of failure, judgement and the need for forgiveness and reconciliation.
9. As children mature and become more sexually aware, the Church school can make a distinctive and unique contribution to SRE by placing it within a Christian context of love, faithfulness, respect and forgiveness.
10. A programme of SRE allows pupils to explore, within an educationally secure environment, an increasing awareness of their individual and social responsibility before God.
11. We aim to foster an awareness of the importance of reconciliation and forgiveness in the children's own lives by experiencing it in our schools.
12. We aim to recognise the equality and dignity of each individual within the school community.

The Curriculum

SRE is mainly delivered through the programme 'All That I Am' and 'A Journey in Love' The topics each year covers is contained in attached curriculum map.

This Policy also applies to staff employed in Cardinal Newman School's Wraparound Care2

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In addition to these programmes the school nurse takes sessions with Year 6 pupils and covers matters relating to health and hygiene in puberty.

Explicitness and handling of Controversial Topics

The following would be included in programmes of work:

- . Menstruation and sanitary protection (girls in preparation for the onset of puberty)
- . Biological changes in the body (co-educational)
- . Personal hygiene and the need for deodorants
- . Birth
- . Keeping safe to include awareness that we have the right to say 'No' to certain touches
- . Biological names of body parts

Controversial or Sensitive issues

There will always be sensitive or controversial issues in the field of SRE. These may be a matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the SRE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

(See also 'Sex and Relationship Guidance'. DCSF 2000 and Welsh Assembly Government, *Sex and Relationship Education in Schools, Circular 019/2010*, Cardiff: Welsh Assembly, 2010 for more detail)

Confidentiality and Advice

All governors, all teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

All lessons, especially those in the SRE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Christian understanding of what it means to be fully human.

Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with the school's pastoral care policy.

Safeguarding Procedures

If a teacher has any concerns re the welfare of a particular child then that teacher will make a dated note of their worries and liaise with the nominated persons on the staff. Any information

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thus obtained will be regarded as strictly confidential and will be passed to staff on a need to know basis only. After consultation it is the decision of the Head teacher as to whether the information is forwarded to the relevant body.

Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstance they would have to inform others, e.g., parents, head teacher, but that the pupils would always be informed first that such action was going to be taken.

If there is a suspicion of possible abuse teachers will follow the school's child protection / safeguarding policy.

Consultation with parents

We are aware that within Personal, Social and Health Education some specific areas of SRE will be covered.

Human reproduction: parents will be informed by letter exactly when it will be covered.

Agreed by L&D 17 November 2015

Ratified by FGB 25 November 2015