**St Joseph’s Catholic Primary School**

**Exmouth**



**Relationships and Sex Education Policy**

May 2019

**Signed …………………………………………… Chair of Governors**

**Signed …………………………………………… Headteacher**

**Date ……………………………**

As an integral part of our Catholic philosophy, we believe that every child regardless of sex, race, class or creed should enjoy equal access to all aspects of the curriculum within our school.

We believe that sex education in this school will be developmental and a foundation for further work in the secondary school.

**What is Sex Education?**

Education is about the growth and development of the whole person and about meeting the physical, spiritual, moral and emotional requirements of our pupils.  As children develop, their sexuality emerges so we need to help each individual acquire the necessary values and attitudes together with the appropriate knowledge, understanding and skills suitable for the different stages of his or her own personal growth to human maturity.  It is also extremely important that we allay fears and anxieties and correct myths and mis-information.

Therefore there is a need to establish within the curriculum a clear programme of Education for Personal Relationships, which incorporates sex education.  Such a programme must recognise the sacredness of the individual and help develop self-esteem and self-respect and respect for others in accordance with our Mission Statement.

The programme of sex education must be presented in accordance with the Church’s teaching and within a framework that emphasises love, commitment, fidelity and the value of family life.  We must also help pupils develop an appreciation of the values underpinning the teaching so that they can make informed decisions and choices.

**Aims**

Through an effective sex education programme we hope to;

* engender growth in self-respect and self-worth, helping pupils to  recognise that each person is created in the image of God,
* enable pupils to understand that love is central to the basis of meaningful relationships,
* encourage pupils to be aware of their attitudes and values and to have a sense of responsibility for themselves,
* prepare children for puberty and to develop the skills and self esteem to help them  enter adolescence confidently,
* ensure that they have the ability to accept their own and others’ sexuality in positive ways and to enjoy relationships based on mutual respect, dignity and responsibility free from any abuse,
* correct mis-information and mis-understanding children may have gained,
* help pupils develop their critical faculties and be aware of the values conveyed by the media in relation to self-image and sexuality,
* explore the meaning and value of life and give some appreciation of the values of family life,
* Enable children to make informed choices.

**Key Stage 1 Objectives for Education in Sexuality**

**Children should be taught;**

* That loving, secure relationships within a family group are important,
* That they are created by God and to be aware of their uniqueness and self-worth,
* The need for self-discipline and self-control,
* To talk about their emotions in a socially acceptable way,
* How their behaviour and feelings affect others,
* To recognise their feelings and find ways of dealing with them,
* That humans can produce babies and that these babies grow into children and then into adults ,
* That humans move, feed, grow, use their senses and reproduce,
* To know themselves as male and female,
* To name the external parts of the human body,
* That individuals have rights over their own bodies,
* The difference between good and bad touching,
* That good hygiene practices prevent the spread of diseases,
* That schools are caring communities where they will be believed and listened to,
* About the Church’s rituals that mark life, especially birth, marriage and death,
* To treat themselves and others with mutual respect and dignity.

**Keystage 2 Objectives for Education in Sexuality**

**Children will be taught;**

* To understand what is meant by relationships within families, friends and communities,
* About development from birth to 5+,
* An appreciation of what is involved in bringing up children and the responsibility of parents,
* To develop an awareness of how their behaviour and feelings affect the behaviour and feelings of others,
* The meaning of friendship, trust and loyalty and to develop the skills needed to form, maintain and end relationships,
* To understand the importance of honesty, self-discipline and to develop a caring, considerate attitude towards the need of others,
* There are good and bad choices and that these choices have consequences for themselves and others,
* About their changing emotions and the need to respect other people’s emotions and feelings,
* To value themselves as a child of God, and their body as God’s gift to them,
* The names for the parts of the body,
* The main stages of the human lifecycle ,
* About the changes that come about through puberty and how these changes affect the body in relation to hygiene,
* The basic biology of human reproductive organs ,
* Understand how human life is conceived
* To talk about relationships and how to seek advice from significant adults,

**Recent Legislation**

The DFE Circular 5/94 lays out the legal obligations for Primary Schools and schools now have the legal powers and duties as summarised below:

1. **In maintained primary schools, governing bodies will have the responsibility of considering whether or at what stage to offer sex education.  They must keep an up-to-date written statement of the policy they choose to adopt, which must be available to parents.**
2. **In all maintained schools, any sex education must be provided in such a manner as to encourage young people to have regard for both the moral consideration and the value of family life.  The parents of a pupil at a maintained school may, if they wish, withdraw that pupil from all or part of the sex education provided.**

The school is committed to working closely with parents. Under the Education Act 1993 pupils can be withdrawn by parents from part of education that is outside the compulsory elements of sex education contained in the National Curriculum.

**Parents wanting to exercise this right are invited to see the head.**

Parents are the key figures in helping their children to cope with the physical and emotional aspects of growing up and in preparing them for the challenge and responsibilities which sexual maturity brings.  The teaching offered by our school will try to be complementary and supportive to the role of parents.

**The school can provide;**

A setting in which children can at times, more easily reflect on their present relationship;

* An opportunity for people of the same age to share common experiences and to learn from each other
* Insights that may not be provided by some parents

**N.B. No sex education will be given to Year 6 pupils without prior consultation with parents.**

When pupils ask questions about controversial issues, the school will be prepared to offer balanced and factual information and to acknowledge the major ethical issues involved.

If questions arise, they will be answered sensitively and with due consideration to the children’s needs, age, stage of development and Catholic beliefs.

Sex education will be taught in the context of personal relationships and marriage and delivered through science and R.E. as laid out in the EPR and R.E. co-ordinated framework.

See **Appendix A** for a sequence for teaching sex education.

**Organisation of School Sex Education Co-ordination**

Sex education will be co-ordinated by the head in close co-operation with the RE leader.  Staff will be given training if and when necessary.

**Teaching Methods**

Sex education will be taught to mixed gender groups except where it is

deemed appropriate and relevant to teach single sex groups.

**Specific Issues Statements**

**Use of Language**

Appropriate language that has been agreed by the whole staff will be used to communicate about sexual health - pet names, swear words and slang can mystify, confuse and offend children. Explicit terminology for body parts will be taught in Rose and Magnolia (see SOW) with all other pupils the correct language will be used when necessary.

**Reproduction**

Children in Year 6 will be taught about human reproduction; this will include naming the male and female sexual external and internal organs, learning about menstruation and the production of semen by the testes and wet dreams. ***They will be taught that ‘Sexual intercourse between husband and wife is a joyful expression of their love for each other. When a couple make love the husband’s penis becomes stiff and is placed inside the wife’s vagina. Millions of sperm cells are released when the man ejaculates at the peak moment of sexual arousal. Each sperm cell has a long tail that it uses to swim through the cervix, into the uterus and eventually into the wife’s fallopian tubes.’****A Journey in Love*McCrimmons

Sex education materials will be available to parents who wish to supplement sex education in school or who wish to deliver sex education to their children at home.

**Confidentiality**

As a general rule a child’s confidentiality will be maintained by the teacher or member of the staff concerned. However if a child discloses abuse guidance from the Child Protection Procedures will be as follows;

* Listen to the child directly rather than question him or her
* Never stop a child who is freely recalling significant events
* Explain that you are concerned for their well being and will be in contact with the Headteacher, who will then take further action.
* Make a note of the disclosure, including the time, setting and people present, detailing what the child said and the child’s presentation and behaviour as observed. This record should be written at the time (if notes are taken and written up afterwards, original notes must be attached) signed and dated; record all the actions taken concerning the incident

**Answering Difficult Questions**

Sometimes an individual child will ask an explicit or difficult question in the classroom.  This school believes that individual teachers must use their skill and discretion as teachers in a Catholic School in these situations.  However they must refer to the Head if they are concerned, and then inform the parents before speaking to the child individually.

**Use of Visitors**

There are various people who can resource and support school based sex education.  These people may include parents, the school nurse, religious or health professionals.

**Teachers must always be present when visitors are working with pupils.**

**Monitoring and Evaluation**

The policy will be reviewed yearly by staff and governors

**Description of policy formation and consultation process**

The policy was written in conjunction with the staff and Governors. Parents were involved in reading the draft policy and commenting on it.

**Resources**

Come and See      Journey in Love

Real Life resource- School Nurse, Doctor, School Liaison

Diocesan EPR Guidelines

Folens Getting Personal PSHE Programme

Folens Sex Education

ALL About Me BBC Video

Some of Your Bits Ain’t Nice Video

All That I Am Year 5&6

Human Life: The First Wonder

Angel in the Water

**Appendix A**

**A Sequence for Teaching Sex Education**

**Reception/ Year 1**

To know that humans move, eat grow and reproduce

To know that they can explore the world through their senses

Name the main parts of the body

To learn how to make simple choices which improve their health and well-being

To learn how to maintain personal hygiene

To know that there are different types of families

To know that secure loving relationships within the family are important

To recognise that babies have special needs

To know about rituals that mark and celebrate birth and belonging to a community

To be aware of the process of growing from young to old and the changing needs that brings

**Year1/2**

To understand how to maintain personal hygiene and to appreciate that some diseases spread and can be controlled

To know how to make simple choices, that improve, their health and wellbeing

To learn that humans can produce babies

To learn that babies grow into children and then adults

To recognize themselves as male and female

To appreciate that some diseases spread and can be controlled

To recognise that they belong to distinct family groups

To hear about the ideal of loving and sharing in a Christian marriage

To reflect on their contributions to building up a loving family

To learn that family and friends should care for each other

**Year 2/3**

To learn the main stages of the human life cycle from birth to death

To understand, that they grow and change throughout life.

To learn to value themselves as children of God

To learn about what makes a healthy life-style, including the benefits of healthy eating, and how to make informed choices

To learn that bacteria and viruses affect health and that following simple, safe routines can reduce their spread

The children will know that there are life processes including nutrition, movement growth and reproduction that are common to animals and humans

**Year 4**

Children will know how the body changes as they approach puberty

Children will develop an understanding of how the changes that happen during puberty are linked with reproduction

To develop their understanding about how babies are produced and about their development before and after birth

To continue to explore the sacrament of marriage as an expression of love

To continue to develop the understanding that families can be places of love and joy

To be aware of different types of relationships, including marriage and those between friends and families and to develop skills to be effective in relationships

**Year 5**

To know that physical and emotional growth is common to all of us and a normal part of becoming an adult

To accept and respect themselves

To know that the difference between boys and girls is part of God’s creative and loving work

To understand menstruation and learn vocabulary to describe it

To celebrate differences between boys and girls

To learn that as they approach puberty there are a range of bodily changes

To know what the church teaches in relation to personal responsibility and the dignity of the person

To take responsibility for their personal hygiene

To investigate what is involved in bringing up children

To explore the marriage liturgy, especially the parents’ responsibility towards children as expressed through the vows of Christian marriage.

**Year 6**

To learn that physical and emotional growth is common to all of us and a normal part of becoming an adult

To accept and respect themselves

To understand that the difference between boys and girls is part of God’s creative and loving work

To learn about the internal and external reproductive organs of humans

They will develop for their age an appropriate way of understanding sexuality and grow further in their appreciation of their worth as children of God

To learn about the menstrual cycle and its importance in fertilisation

To understand about the development of a baby after fertilisation and the responsibility associated with this

To learn and understand about how human life is conceived

To investigate what is involved in bringing up children

To explore the marriage liturgy, especially the parents’ responsibility towards children as expressed through the vows of Christian marriage