

Our Lady's RC Primary School



Sex & Relationship Education Policy

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Person Responsible	Headteacher
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Signed: (Person Responsible) **Date:**

Signed: (Headteacher) **Date:**

Signed: (Chair/Governor) **Date:**

"Learning and loving together; we grow with Jesus"

Our Core Values

During Summer 2020 workshops, we revisited both our Mission Statement and Core Values. This involved everyone in discussion, reflection and prayer about the values, Mission and Aims of our Catholic school. There was a calling to all to re-commit to our purpose and to work together to understand our roles and responsibilities as part of Our Lady's



During the workshops, the feedback from parents, and the views expressed by the children during sessions played a prominent role in the decisions we made.

Our Mission Statement is:

"Learning and loving together; we grow with Jesus"

The Core Values that provide the foundation for that Mission are:

Faithful
Nurturing
Respectful

Positive
Forgiving
Honest

Safe
Fair

NURTURE

The School's six nurturing principles sum up our practice and theory. They underpin the context, organisation and curriculum.

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. the importance of nurture for the development of wellbeing
4. Language as a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives



Our Mission is represented by this design. As with the statement itself, the logo was developed by all stakeholders, with the children in particular providing the symbolic ideas of **growth – the tree, love – the hearts and Christ – the Cross**

What is SRE?

Sex and Relationship Education (SRE) is lifelong learning about physical, moral, social and emotional development. It is the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care.

Context

At Our Lady's, in conjunction with BOSCEP (Bolton Schools Catholic Education Partnership), our mission is to educate our children with Christ at the centre, and thus all that we teach is focussed upon Catholic values and morals. We recognise each of our pupils as unique individuals, created in the image and likeness of God, and our curriculum reflects the Gospel values of our faith. Therefore, SRE is taught in the context of Christian relationships and virtues. SRE promotes children's self-esteem and emotional wellbeing. It helps them to form and maintain worthwhile and satisfying relationships based on respect for themselves and for others, at home, at school and in the community.

Policy, Leadership and Management

Governors, in consultation with the head teacher, have a statutory responsibility for SRE in their school. Governing bodies, together with the PSHE co-ordinator, are expected to involve parents, pupils, staff, health professionals and other agencies to ensure that the school's SRE programme addresses the needs of the community, education, health priorities and the needs of the pupils themselves.

Aims

Within a Catholic context, the purpose for teaching SRE at Our Lady's is:

- To engender growth in self-respect and self-worth recognising that each of us is created in the image and likeness of God
- To appreciate and understand the role of God our Father as creator of our world and the founder of productive and purposeful relationships
- To enable pupils to have an understanding that love, trust and faith is central to relationships
- To promote an appreciation of the nature, purposes and value of marriage and the family
- To enable pupils to have an understanding of themselves, their bodies and their emotional development
- To enable pupils to reflect and recognise the qualities that helps them to grow, develop and sustain positive and effective relationships.

Pedagogical Principles

Our SRE programme enshrines core pedagogical virtues that are outlined below. It is:

- **Progressive and Developmental** – Each section of learning is appropriate to the age and stage of development of the children and young people in that class. Teachers deliver the programme through a scheme of lessons which progress from one another.
- **Differentiated** – SRE is sensitive to the different needs of individual pupils and is taught in a way that allows access to those pupils at different stages of cognitive and emotional development. Teaching and learning methods are adapted, particularly for those with additional needs. Children with special educational needs and disabilities are not at any point withdrawn from SRE due to lack of resources and training or to catch up in other subjects.
- **Cross-Curricular** - Since a Catholic school is committed to the education of the whole person, teaching on relationships and sexuality is reflected in each relevant part of the curriculum. Each discipline should speak with consistency about the meaning of human love and the virtues that are enshrined in the Church's teaching on human love.
- **Integrated** – The school works closely with the parish and parents to ensure that there is correspondence between phases and parents are supported with the teaching of relationships and sexuality. Ideally, pupils should hear a consistent message about the meaning and value of human sexuality at home, in the parish and at school.
- **Co-ordinated** –SRE is given the time and importance that it deserves by those who plan and implement its delivery in school. SRE must be taken seriously by school leaders; led properly by someone who has the time and expertise to co-ordinate the subject with dedication and commitment at a senior level; taught by those committed to doing it well; taught as part of a whole-school approach by those who are able to celebrate – not merely tolerate – the teaching of the Church on love and human sexuality.
- **Balanced** - Whilst promoting Catholic virtues, children and young people are offered a broad and balanced RSE programme which provides them with clear factual, scientific information when relevant and meets the statutory requirements placed on schools.

Delivery of SRE

SRE is delivered through the 'A Journey in Love' scheme recommended by Salford Diocese. It is the school's policy that the scheme is delivered from EYFS to Year 6 over a period of one week during the school year. School staff are responsible for the delivery of the scheme; material is strictly year group specific. External agencies and healthcare professionals may also have an input, although always in line with our school ethos and the Church's teaching.

SRE Programme content

An aspect of the mystery of love is taught in each year group; children are encouraged to marvel at the wonder and beauty of God's creative love. This is reflected through a series of progressive and developmental tasks, activities and reflections which focus on physical, social, emotional, intellectual and spiritual development.

The following themes are studied in each year group:

- Nursery- Wonder at Gods' Love
- Reception- God loves each of us in our uniqueness
- Year 1 –We meet God's Love in our family
- Year 2 –We meet God's Love in the Community
- Year 3- How we live in Love
- Year 4 - God Loves us in our differences
- Year 5 –God loves me in my changing and development
- Year 6- The wonder of God's love in creating new life

The belief in the unique dignity of the human person made in the image and likeness of God underpins our approach to RSE. We believe that everyone possesses a 'basic dignity that comes from God, not from any human quality or accomplishment, not from race, or gender, age or economic status'.¹ As a consequence, not only is every member of the school community worthy of great respect but gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity.

'God is love and anyone who lives in love lives in God and God lives in him.' (1 Jn. 4:16)

'I have come that they may have life and have it to the full.' (Jn.10:10)

'God created man in the image of himself, in the image of God he created him, male and female he created them.' (Gen. 1:27)

In RSE children will learn about their spiritual, social, moral, emotional and physical development in ways appropriate to their age, level of maturity and developmental needs. In light of the DFE guidance, we promote and teach the importance of love for relationships, including love's sexual expression in marriage. The teaching of sex and sexuality will be placed in the context of Catholic Church teaching.

¹ The Common Good in Education, p. 6.
S.R.E. Policy V2.0

Teaching Sensitive Issues

More sensitive questions/areas will be discussed with parents, who, as the first educators of their children, will decide the best approach. Within the boundaries of the programme, we will answer all questions from children in a manner which is straightforward, honest, age and maturity appropriate and inclusive, ensuring that all children feel equally valued within the school community. The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSE programme. Such discussion may well lead to disclosure of a safeguarding issue. Where a teacher has any concerns they are required to follow the school's safeguarding policy and immediately inform the designated senior member of staff responsible.

Working with Parents

Before the delivery of the SRE curriculum each year, parents are invited to a session to view resources and discuss the content of the curriculum. Parents have the right to withdraw their children from SRE lessons. When this situation arises, parent must consult with the Headteacher.

Monitoring, Assessing and Reviewing

To ensure that the policy is adhered to and is effective, it will be reviewed biannually.