



ST PETER'S CATHOLIC PRIMARY SCHOOL

"LIVE AND LEARN AS FRIENDS OF JESUS"

Sex and Relationship Education Policy

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The Mission of St Peter's is to "Live and Learn as friends of Jesus"

Our Core Values are based on Love, Respect and Honesty. They are reflected in the words of our mission statement:

Living together in our school family where everyone cares for each other.

Learning together in a happy, safe school where everyone tries their best and we celebrate each other's achievements.

As friends of Jesus, saying sorry, supporting and forgiving each other, helping those in need and respecting other people's beliefs and cultures.

The vision for our school is:

To be an outstanding school in which the unique abilities of our children are recognised, and where each and every child achieves his or her full potential through excellent teaching and learning and the support of the wider community.

We will achieve this by:

- Being a sensitive, caring and happy school that is founded on Jesus' message of love.
- Providing a stimulating, safe and structured learning environment.
- Employing good or outstanding teachers and support staff.
- Encouraging every pupil to have a positive self-image and to respect others.
- Equipping pupils with the skills, knowledge and understanding to stay safe and healthy and to achieve to the best of their ability.
- Expecting high standards of behaviour and reconciliation.
- Fostering a positive partnership between home, parish, school and the wider community.
- Ensuring that all pupils have access to the curriculum regardless of race, ability, religion or gender.

Rationale:

Sex and Relationship Education is about developing respect for self and others, understanding the importance of stable and loving relationships, learning about human reproduction, and the ability to make right judgements. It is lifelong learning about physical, moral and emotional development. In our school, Sex and Relationship Education is founded on our core values and vision. It is based on the Christian understanding of what it means to be human:

- We are all unique individuals made in God's image.
 - Jesus' command to love is the basis of all Christian life.
 - To be human is to exist in relationships with each other.
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Following advice from the Bishops of England and Wales Conference of 1987, SRE is rooted in the wider curriculum and concerned with nurturing the wholeness of our children.

Aims:

To develop, appropriate to age and ability, the following knowledge, skills and attitudes:

- To encourage children's growth in self-respect, acknowledging that we are all created in the image and likeness of God.
- To help pupils develop an understanding that love is the basis of all relationships, and of the importance of marriage and family life.
- To help the children to live in caring relationships with others and to respect differences between people.
- To develop children's confidence in talking, listening and thinking about feelings and relationships.
- To help children to protect themselves from harm and to ask for help and support if needed.
- To be able to name parts of the body and describe how their bodies work.
- To ensure that pupils are prepared for the emotional and physical changes of puberty before onset.
- To offer education about human reproduction in the wider context of relationships.
- To help pupils develop a healthier, safer, lifestyle.
- To prepare children to play an active role as citizens.

We will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their lives respected whatever household they come from. Support will be provided to help children cope with different sets of values.

Delivery of SRE:

It is the responsibility of the whole community to help develop respectful, caring and forgiving relationships in the school. Many aspects of SRE are taught through the Religious Education or Personal Social Health Education curricula. In addition the new science programmes of study include:

- Y1: Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
 - Y2: Notice that animals, including humans, have offspring which grow into adults. Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
 - Y3: Identify that animals, including humans, need the right types and amount of nutrition. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
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- Y4: Describe the functions of teeth and the digestive system. Construct and interpret a variety of food chains.
- Y5: Describe the changes as humans develop to old age including the changes experienced in puberty. Describe the process of reproduction in some plants and animals. (The Diocesan Department of Education *All that I Am* scheme will be used as a resource here).

Y6: Identify the main parts of the circulatory system and describe the ways in which nutrients and water are transported. Recognise the impact of diet, exercise, drugs, and lifestyle on the way their bodies function.

Assessment:

Many aspects of SRE will be assessed as part of RE end of topic appraisals. Those objectives (detailed above) that are addressed as part of the science curriculum will be assessed within the usual procedures for that subject. Other elements will be assessed with reference to the PSHE progression statements which also provide a summative judgement at the end of each key stage.

Roles and Responsibilities:

Parents: We recognise that parents are the first and best educators of their children, particularly in the sensitive area of SRE, and that the school needs to work in close partnership with them. We will provide information about the programmes and resources used, and acknowledge their right to withdraw their children from SRE (excepting those elements which are required by the National Curriculum Science orders).

Teachers: All staff have some responsibility for the provision of SRE, for delivering the curriculum as detailed in the schemes of work. They will be supported by the member of staff with specific responsibility for that area of the curriculum. The PSHE subject leader will also monitor that SRE is being delivered effectively and with the appropriate resources.

The governing body: The Governing Body recognise their responsibility to ensure the SRE programme follows the Church's teaching and diocesan principles.

Child Protection: If a child discloses or a staff member becomes aware of any health and well-being concerns, the usual safeguarding procedures should be followed and information passed on to the designated person for Child Protection.

Review:

This policy was written in April 2014 in consultation with parents, staff and governors.

This policy was agreed February 2018

Review due February 2020
