

SRE Policy

Our Mission...

To love God above all things

By

Learning together

Loving ourselves

Loving each other

Loving all people

Loving life itself

And

Constantly striving for excellence

Worthy of our God given gifts

School Context

- St. Mary's is a Catholic Voluntary Aided Primary School which has Jesus Christ at its centre - enabling our school to "...love each another and above all to love God." (School Mission Statement)
- St. Mary's is situated in a suburban area of south Birmingham, approximately 3 miles from the City Centre. The relative deprivation of our pupils is currently above the national average.
- We are a heavily oversubscribed two form entry school, expanding from one form entry since 2011 to achieve our maximum enrolment of 420 in 2017.

Policy Development and Consultation

Policy is developed with full regard to relationships and the mutual respect of each person for themselves and for others, in keeping with the teachings of the Catholic Church.

National health targets are also important considerations on policy development in the Local Authority of Birmingham, i.e.

- Delaying early sexual activity
- Reducing sexually transmitted infections
- Reducing teenage pregnancies

This policy was written in consultation with the staff of St. Mary's and Governors of the school.

What is Sex and Relationship Education?

Sex and Relationship Education – SRE – is concerned with lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of the functions of the human body including its sexual organs but **not** about the promotion of sexual orientation or sexual activity, which would be inappropriate teaching.

We believe that our pupils have a right to a curriculum which will help them to develop spiritually, intellectually, morally, socially and culturally and which also prepares them for

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adult life. The provision of SRE is integral to this process. Education in SRE should be developmental, integrated into personal growth from infancy through adolescence and beyond. Each young person in our school is entitled to experience a school climate in which the quality of relationships between staff and pupils themselves is marked by honesty, warmth, trust, security and in which the individual is valued and respected.

Aims of SRE

- To understand that as children of God, our pupils have been created for unity and wholeness through their relationship with their Creator and one another.
- To provide clear guidance for parents, staff and governors.
- For pupils to develop the understanding that SRE is a gradual process that is supported by a partnership between home and school and that this will provide a foundation for further work at Secondary school.
- To help young people to respect themselves and others.
- To support pupils through their physical, emotional and moral development.
- To develop skills and understanding to enable pupils to make healthy, responsible choices about their health and well being.
- To help pupils to understand the significance of stable relationships, including the development of family life with marriage as its foundation. [Care is needed to ensure that no child is stigmatised based upon their home circumstances.]
- To help pupils move more confidently and responsibly into adolescence.

More specific aims / objectives may be needed, depending on prevailing contexts for specific cohorts of pupils:

- Links with anti- bullying, anti- racist issues
- Although very rare in our school; anti –homophobic bullying or name calling
- Addressing sexually explicit and inappropriate behaviours
- Personal hygiene
- The deterrence of sexual swearing or slang words and the promotion of correct language for body parts.
- Inappropriate sexually provocative clothing – school non- uniform days, school discos, school trips, etc.
- Privacy and respect for one another when changing for PE, swimming, or similar.
- Addressing the issue of media influence and mixed messages through television, music videos, social media, music lyrics, video and computer gaming, advertising and telephone texting and messaging.
- Safe use of the Internet.

Objectives of SRE

- To promote self- respect and self –worth, recognising that each of us is created in the image and likeness of God.
- To enable pupils to have some understanding that love is central and the basis of meaningful relationships.

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- To explore the meaning and value of life, and give some appreciation of the values of family life.
- To have an awareness of where pupils are, in their knowledge and understanding, so that their individual concerns can be met.

By the end of Key Stage 1, pupils should be able to:

- understand the importance of valuing themselves and others;
- value themselves as a child of God, and their body as God's gift to them;
- be aware of the choices they make and that there are good choices and wrong choices;
- recognise the importance of forgiveness in relationships.
- appreciate relationships, friends, family, working together, sharing, playing together;
- recognise their membership of the family and recognise the roles of individuals in families;
- recognise that babies have specific needs;
- understand growth and know themselves as male or female;
- be able to name the main external parts of the body; but not including the names of sexual organs and not the basic biology of human reproduction (see Key Stage 2 coverage)
- know about the cycles that mark life and including birth, baptism and marriage and death;
- recognise the range of emotions and how to deal with them;
- have an awareness of personal health and safety and a developing awareness of personal hygiene;

By the end of Key Stage 2, pupils should be able to:

- Appreciate that life is precious and God given , so as to value themselves as a child of God, and that their body, as God's gift, should be respected;
- Understand that they grow and change throughout life;
- Understand what is meant by relationships within families, friendships and communities;
- Recognise the importance of forgiveness in relationships;
- Develop an appreciation of what is involved in bringing up children and what responsibilities parents have;
- Know the rituals celebrated marking birth, marriage and death;
- Be aware of their changing emotions and the need to respect others' feelings and emotions;
- Begin to know about and understand the changes that come about through puberty;
- Know the names for parts of the body, including the names of sexual organs and the basic biology of human reproduction;

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Moral Values

The SRE Programme will reflect the school philosophy and ethos to encourage the following values:

- Respect for self
- Respect for others
- Responsibility for own actions
- Responsibility to family, friends, school and the community

Content of Programme

In Key Stage 1, covering ages 4 – 7, the SRE programme will focus on relationships within the context of school and family and seek to develop the values listed above through a cross- curricular approach involving RE (including collective worship) and Science.

In Key Stage 2, covering ages 8 –11, the programme will build upon the provision in Key Stage 1. In RE and Science particularly the children will learn about the moral values in more detail.

Year 5 and 6 also receive tailored SRE talks that build upon and go beyond the Science programmes of study. The focus of the talks is on bodily changes and functions only. There are opportunities for confidential questions and answers in the sessions run by qualified doctors (parents). The boys and girls of these year groups receive separate talks, with each group given relevant information about the other gender. A member of school staff sits in on these sessions.

Y5 and Y6 SRE Talks

Confidentiality – pupils will be informed that confidentiality can be assured except when their health and safety is at risk. For any suspected Child Protection concerns the school will follow school policy and procedure (see: Child Protection Policy).

Answering personal questions – a question box approach is to be used to enable difficult issues/ questions to be raised by children. Such questions will be answered according to their level of maturity and understanding.

Parent Withdrawal – Parents are the first educators of their children and the SRE programme seeks to complement and support the role of parents. Therefore, the school would seek to persuade parents to allow their pupils to attend the SRE sessions. Parents have a right to withdraw their child from those elements of the SRE programme that do not form part of the statutory National Curriculum.

Working with Parents – parents will be given opportunity to discuss the policy document, schemes of work, teaching methods and resources.

Provision for Pubescent pupils – Girls will know where to get sanitary protection from in school (maintained by Mrs. Tame – these supplies kept in the disabled toilet opposite Year 2) and the location of sanitary disposal units. This information shall be communicated to all girls in Years 5 and 6, with younger more mature children in Year 4 advised accordingly as appropriate, by their class teacher.

Dissemination of Policy – parents will be supplied with a full copy on request. It is presented to staff and governors for consultation and approval.

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Basis for Developing SRE Policy

- Sex and Relationship Guidance (DfE 0116/2000)
- National Curriculum, 2014
- Healthy Living Blueprint 2004
- Education on Sexuality, CES 1994
- All that I am – <http://www.all-that-i-am.co.uk>

Related Policies

- Safeguarding / Child Protection
- Pastoral Care

Equal Opportunities and Inclusivity

The SRE policy and programme will reflect the ethos of the school, by providing a secure, non- judgemental environment in which to learn. All pupils will be treated equally regardless of gender, race, disability, social background.

Monitoring and Evaluation

The SRE Co-ordinator, head teacher and staff will undertake informal evaluation of the programme.

The policy, when approved by the Governing Body, will be reviewed as decided by the Governors and staff, unless a more immediate response is needed in the light of new guidance or curriculum changes.

Policy written January 2018

Consulted with staff, approved by Governors January 2018

Review Date January 2020