



St Joseph's Catholic Primary School

Education in Personal Relationships Policy (Sex Education Policy)



May 2016

To be reviewed May 2019

School Vision & Mission Statement

“Together we love - Together we hope - Together we learn.”

St Joseph’s Catholic Primary School is an inclusive, vibrant, Catholic community where we encourage everyone to share a love of learning and the love of Christ.

Together, we hope to inspire each other to achieve our full potential and to embrace our future with confidence.

Rationale:

At St. Joseph’s School we believe that the pupils have a right to a curriculum which will help them to develop spiritually, morally, socially and culturally and also to prepare them for adult life. Education in Personal Relationships is integral to this process. We believe that each pupil is entitled to experience a school in which the quality of relationships between staff and pupils, and between pupils themselves, is marked by honesty, personal identification, warmth, trust and security.

Education in Personal Relationships is more than biological facts and hygiene. It has moral, legal, spiritual, social and cultural dimensions. Knowledge of how the human body functions is important, but so are the feelings about love, sexuality and responsibility towards oneself and others.

Aims:

- To promote the spiritual, moral, cultural, mental and physical development of the pupils in accordance with the teachings of the Catholic Church.
- To prepare pupils for the opportunities, responsibilities and experiences of adult life.
- To contribute to the development, growth and journey of the whole person towards becoming “fully human, fully alive” as a unique creation made in God’s image.

The school works towards these aims in partnership with parents. The Education in Personal Relationships programme will reflect the school ethos and the Mission Statement. We demonstrate and encourage the following values:

- Respect for others
- Respect for self
- Responsibility for one’s own actions
- Responsibility for one’s own family, friends, school and wider community.

Equal opportunities:

At St. Joseph’s School, we are committed to racial equality and equality of opportunities in all aspects of school life. Education in Personal Relationships will be delivered in line with the School’s Equal Opportunities and Racial Equality Policies and within an atmosphere of mutual respect. Resources selected to support the programme will be free from cultural bias whenever possible and avoid gender stereotyping. Education in Personal Relationships will be available to all pupils regardless of race, gender, culture or disability.

Implementation

Education in Personal Relationships will be taught in the context of marriage. Topics and themes may be repeated from year to year in greater depth, taking account of pupils’ development and

our RE Scheme of Work – God Matters. At St. Joseph’s we follow the Education in Personal Relationships scheme Journey in Love as recommended by Clifton Diocese.

Roles and Responsibilities

Governors

Governors have the responsibility for ensuring there is a relationship and sex education policy which is in keeping with Catholic teaching, in consultation with parents and teachers. They must ensure the policy is available to parents and that parents know of their right to withdraw their child, except for those parts included in the National Curriculum science orders. Governors must provide training and inset for all staff to help them understand the Church’s teaching in this area. They must provide sufficient resources to see that the topic is taught correctly, creatively and sensitively, and monitor and evaluate the programme.

Parents

Recognising that parents are the primary educators of their children the school will seek to support them in this role and work in partnership with them. The school will ensure that parents are informed about the relationships and sex education programme, given information and invited to meetings. Parents should have the opportunity to examine the relationships and sex education programme. They have the right to be consulted before any policy document and programme is ratified by the governors. Parents will be encouraged to talk to their children about lessons at school and to listen to their questions and thoughts. They have the right to withdraw their children from relationship and sex education, except those elements which are required by the National Curriculum science orders, and must notify the school should they wish to do so. It is hoped that parents will choose not to withdraw their children and that they will share any concerns with the school before such action is taken.

Teachers

As role models in the school community a teacher’s role is to value and affirm all pupils; actively promoting open and wholesome relationships; developing gospel values and effective pastoral systems; and provide positive, accurate learning about relationships and sex. All teachers must be aware of the school’s policy and curriculum for relationship education. Teachers should teach the relationships and sex education programme as detailed in the schemes of work and make sure their own understanding of the teaching of the Church is clearly developed. Teachers should advise governors on the content and organisation of the sex and relationships curriculum and participate in monitoring it. They should make provision for children whose parents have requested that they be withdrawn from sex education lessons.

Head teacher

The Head teacher will work in conjunction with governors, parents and teachers to ensure a sex and relationships programme that is in line with Catholic teaching and the ethos of the school is delivered to pupils. The Head teacher will be responsible for ensuring the programme is monitored and reviewed and resources kept up to date. Together with the governors, the Head teacher will ensure the Relationships and Sex Education policy is in place and regularly reviewed. The Head teacher will ensure that parents receive appropriate information about SRE and have access to the programme and policy; and that staff receive all necessary training.

Confidentiality and Safeguarding Procedures

Because of their daily contact with children, staff play an important role in recognising and taking appropriate action in cases of suspected child abuse. This can be emotional, physical, sexual or take the form of general neglect.

Child abuse is a particularly sensitive issue and does give rise to strong feelings and emotions for those involved, particularly parents. Whatever parents may feel about a situation, however, it needs to be appreciated that school staff are required to report in line with procedures, any situation where abuse is suspected. All school staff are instructed to report any concerns to the Head teacher or designated safeguarding lead, who are required by law to alert children's social care. Staff should not promise confidentiality. A member of staff could be deemed to have acted improperly if this were not the case.

An explicit or difficult question may be asked in the classroom, although questions of a personal nature directed at staff should be avoided. Questions do not have to be answered directly, or the pupil is referred back to the parent.

Answering difficult questions

An explicit or difficult question may be asked in the classroom. Questions do not have to be answered directly, and can be answered individually later.

Dissemination of this policy

All members of staff have access to a copy of this policy on the School's ICT network. A copy of this policy can also be found in the School's Administration Policy Folder, in the Head's filing cabinet, and in the Governors' Administration Policies Folder, in the Library. A copy of the policy is available to any current or prospective parent, on request to the Head.

Approved by Governing Body

Date.....

It is agreed by the governing body that this policy will be reviewed every 3 years unless any recommendations from the LA are received that need incorporating immediately.