



SRE Policy 2016

Mission Statement

Together we will:

- promote a catholic ethos of caring and forgiveness;
- nurture the intellectual, spiritual, moral, social and physical development of each person;
- be free to express ourselves in a safe environment;
- share in the life of our family, school and community.

Express, Forgive, Care, Share, Nurture
And never forgetting that, 'God made me as I am'

Person responsible for this policy: Bernadette Kennedy

Reviewed:

Agreed by Governors:

Introduction

Policy Statement

Sex and Relationships Education (SRE) is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings (Sex Education Forum 1999).

Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

The 1996 Education Act consolidates all relevant previous legislation and states that all primary schools must provide an up to date policy that describes the content and organisation of SRE provided outside the National Curriculum Science Order. The DfE Sex and Relationship Education Guidance (2000) supports this legislation and recommends that all primary schools should have a sex and relationship education programme tailored to the age and physical and emotional maturity of the children.

Other related policies and documents include the PSHE & Citizenship policy, Anti-Bullying Policy, Drug Education Policy, Safeguarding Policy and the Race Equality document.

At the heart of Christian faith is love. St John says that God is love (1 John 4:8) and the whole purpose of Christianity is to live it as fully as possible in and through love. This means that we have to link every aspect of our being, from birth to death, with love. Parents and teachers are privileged to assist children every moment of their lives to further this link of love with their humanity and thus with God. Our programme outlined in 'A Journey in Love' is a brilliant reconciliation between the human and divine aspects of love and is truly fully Christian in its vision.

Aims and Objectives

This policy is a working document which provides guidance and information on all aspects of SRE in the school for staff, parents/carers and governors. To be accessible to all of these groups the document needs to be available on request and presented in a way that is easy to understand.

Moral and Values Framework

The SRE programme at The Cathedral School of St Mary reflects the school ethos and demonstrates and encourages the following values:

- Respect for self;
- Respect for others;
- Responsibility for their own actions;
- Responsibility for their family, friends, schools and wider community.

Equal Opportunities Statement

The school is committed to the provision of SRE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where pupils with Special Educational Needs are given extra support from SEN staff. Some pupils will be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. These children need help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable. All staff including support staff, physiotherapists, nurses and carers as well as teachers should follow the school's sex and relationship education policy when working with pupils with special educational needs and learning difficulties.

Content

In EYFS, pupils learn to recognise similarities and differences between themselves and others and to identify feelings of sadness and happiness. They also look closely at friendships.

In Key Stage 1 pupils learn to identify and share their feelings with each other, recognise safe and unsafe situations and identify and be able to talk to someone they trust. They look carefully at family and community and explore what this means.

In Key Stage 2 pupils learn to express their opinions about relationships and bullying and to listen to and support others, including respecting other people's viewpoints and beliefs. They learn to recognise their own worth and identify positive things about themselves and try to balance the stresses in life in order to promote their own mental health and well-being of others. Life processes are discussed including the physical changes that take place at puberty, why they happen and how to manage them.

Our teachers' resource, 'A Journey in Love', has as its foundational premise that 'we are made in the image and likeness of God and, as a consequence, gender and sexuality are God's gift, reflects God's beauty and share in the divine creativity.'

In order that children may grow and develop healthily and holistically towards an understanding of their gender and its implications for successful relationships, they must be at ease with themselves and grow in self-knowledge.

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

(Sr Jude Groeden RSM McCrimmon 2006)

Materials used reflect the consultation with parents/carers and the school health adviser. Age and cultural backgrounds of the pupils were regarded in relation to images used. The range of material used is available to parents/carers. A copy of the materials used are available in the school office for inspection.

Organisation

SRE should not be delivered in isolation but firmly embedded in all curriculum areas, including Personal, Social Health Education (PSHE) and citizenship. At The Cathedral School of St Mary the *main* content is delivered in PSHE lessons in the second half of the summer term, to compliment the *Relationships and Changes* themes in SEAL. Elements of the curriculum will be referred to throughout the year.

SRE is normally delivered by class teachers in mixed gender groups. On occasions it may be deemed more appropriate for topics to be covered in single sex groups.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of SRE in school. The Cathedral School of St Mary has a code of practice for using visitors to support the delivery of PSHE:

- Visitors are invited in to school because of the particular expertise or contribution they are able to make;
- All visitors are familiar with and understand the school's SRE policy and work within it;
- All input to PSHE lessons are part of a planned programme and negotiated and agreed with staff in advance;
- All visitors are supervised/supported by a member of staff at all times;
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

Elements of the sex education in the science curriculum are assessed formally.

Evaluation of the SRE programme outside the science order is conducted using a variety of informal activities which have been built into the programme. Teachers are required to keep their

own personal evaluation of each lesson which are used to inform future planning.

The Cathedral School of St Mary believes in the importance of training for staff delivering SRE. Staff are encouraged to access appropriate training and support to help them deliver effective SRE.

Specific Issues within SRE

Withdrawal

Parents/Carers have the right to withdraw their children from all or part of the sex and relationships education provided at school except for those parts included in statutory National Curriculum. Those parents/carers wishing to exercise this right are invited in to see the Headteacher who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed.

Materials are available to parents/carers who wish to supplement the school SRE programme or who wish to deliver SRE to their children at home.

Safeguarding

The school has a separate Safeguarding Policy. Effective SRE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

Confidentiality

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the Designated Safeguarding Lead (Mrs Kennedy). The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Controversial and Sensitive Issues

Staff are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

Dealing with Questions

Both formal and informal SRE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Safeguarding Lead if they are concerned.

Sexual Identity and Sexual Orientation

The Cathedral School of St Mary believes that SRE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents on this issue to reassure them of the content and context.

Dissemination

All staff members and governors receive a copy of the SRE policy, which is updated annually. The policy and content are revisited with staff on an annual basis in the second half of the Spring term. A copy of *Journey in Love* are available from the school office on request from parents. A short summary of the policy is included in the school prospectus.