



SS John Fisher & Thomas More Catholic Primary School

A Voluntary Academy

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Ss. John Fisher & Thomas More Catholic Primary School Sex & Relationships Education (SRE) Policy

This policy document should be considered in the light of our School Mission Statement which outlines all that underpins our work at St. John's;

Our Mission here at SS John Fisher and Thomas More is to value the uniqueness of every person in our Catholic Christian Community. Realising that each individual is created in God's likeness, while striving for excellence, we accept the children as they are and seek to teach them all the Gospel values with Jesus at the centre of all our lives.

Prayer frames each of our days and strengthens us to fulfil our purpose as educators. We acknowledge our parents/carers as the first educators and appreciate their support and involvement in school life. Daily, we seek to provide opportunities and rich learning experiences to further the development of the whole child.

We celebrate the children's achievements, strive to realise their hopes, encourage them to reach their goals and dream of whom they may become.

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. This SRE policy has been developed as part of a full PSHE Policy.

Context

At St. John's, our ethos 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. It is integral to teaching the Christian values, and 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



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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 St. John'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

Delivery of SRE

SRE is delivered through the Local Authority recommended scheme 'Growing and Changing'. The Diocese has agreed that it meets all the necessary criteria for a Catholic school. In addition to this document, along with the other primary schools in the Wythenshawe Catholic Academy Trust, we have produced additional materials to add an extra dimension that incorporates scripture related to units of work. These materials will be taught alongside the SRE scheme.

Delivery of SRE is the responsibility of the class teacher. However outside agencies, e.g. the school nurse may also have an input, although always in line with our school ethos and the Church's teaching. Parents are asked to support the teaching at home.

SRE Programme content

See 'Growing and Changing' document - Appendix I

Use of Visitors

Health professionals who are involved in delivering programmes are expected to work within the schools' Sex and Relationship Education Policy and under the instruction of the Headteacher, however when they are in their professional role such as the school nurse in consultation with an individual pupil they should follow their own professional codes of conduct (this is the case irrespective of who is paying them). A school's SRE Policy must make this clear to parents.



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Legal requirements of SRE

These areas are compulsory in the National Curriculum Science programmes of study at KSI & 2.

Key Stage 1

In Year 1, pupils are taught to:

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

In Year 2, pupils are taught to;

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Key Stage 2

In Years 3 & 4 pupils are taught to;

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions



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- construct and interpret a variety of food chains, identifying producers, predators and prey.

In Years 5 & 6 pupils are taught to;

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.
- describe the changes as humans develop to old age
- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans.
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Teaching & Learning Approaches

SRE is generally delivered using interactive methods of learning and these include:

- Whole class discussion
- Circle time
- Small group work
- One-to-one

Teaching Sensitive Issues

Dealing with difficult questions

Within school, clear parameters of what is appropriate and inappropriate to answer as a question should be established with the SRE Policy.

- Use specific ground rules for this work which will clarify boundaries for children/young people
- Clarify that personal questions should not be asked
- If a teacher doesn't know the answer this should be acknowledged.



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- If a question is too explicit (is age inappropriate for the pupil or the whole class) then it should be acknowledged with a promise to attend to it later on an individual basis.
- If a question is raised that alerts a member of staff that a pupil is at risk of sexual abuse, then the school's safeguarding procedures should be followed.
- Clarify that pupils should not give out personal information in class but speak to someone they trust after the lesson, e.g. school nurse, teacher, learning mentor.

Sex and Relationship Education can sometimes raise difficult areas for some schools, in our school, questions that are class appropriate will be covered with the whole class, more sensitive questions/areas will be covered on a one to one basis, and for more in depth questions, school will discuss with parents how this should be tackled. 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.

Puberty

We aim to provide accurate factual information about the physical and emotional changes that take place at puberty. Both boys and girls are given a basic knowledge of what happens to each gender. This is done in gender-based groups for sensitivity and so that each gender receives positive messages about themselves in the context of an adult from their own gender. We also explain that it is normal for everyone to develop at different rates.

Menstruation

We provide accurate information about menstruation in Years 5 and 6. Sensitive arrangements are organised to prepare the girls for menstruation. Sanitary facilities are available on request. Staff are prepared to deal with requests for sanitary towels in a helpful manner and without embarrassment.

Inclusion

We have a commitment to ensuring that all pupils will have equal access to the SRE curriculum, following guidelines in the SEN, Equal Opportunities and Inclusion policies. Parents have the right to withdraw their children from all or part of the SRE at school, except for those parts included in the National Curriculum Science programmes of study. In such cases, parents must notify the school and alternative arrangements will be made.

Confidentiality

Some pupils may choose to mention specific problems or individual issues involving themselves or members of the school community. While staff will want to be supportive, it is made clear to all staff they work within child protection guidelines (see Child



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Protection policy) and therefore must state to their pupils that they may not be able to guarantee confidentiality when the wellbeing and safety of a child may be at risk.

Working with Parents

Primary schools need to recognise that there may be a variety of responses from parents to the introduction or updating of the SRE curriculum. Some parents will want the school to take total responsibility for educating their child about puberty with very little involvement from themselves, while other parents may not want the school to give their child any information about the changes that take place during puberty. These parents have the 'right to withdraw' their children from the SRE curriculum.

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.

In the situation where children are withdrawn from SRE lessons, the school has a responsibility to find alternative provision for those children.

e) Dealing with the Media

In dealing with the media, in the first instance members of the school community should refer enquiries from the press to the Headteacher. The Headteacher may at their discretion, contact Manchester City Council press office (0161 234 3729).

7. Monitoring, Assessing and Reviewing (refer to section 9 in PSHE Policy)

To ensure that the policy is adhered to and is effective, it will need to be monitored, reviewed and evaluated regularly. The school will need to implement systems to ensure this takes place and amend policies and processes in light of reviews and evaluations. The whole school community should be consulted and given the opportunity to review and assess the policy, this includes pupils, parents, staff and other staff members i.e. mentors etc, (refer to section 2. Legal /National Requirements).

8. Relationship with other policies



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a) **PSHE**

Sex and Relationship Education sits within of the PSHE curriculum and as such should be planned, delivered, coordinated, assessed and monitored in line with the school's PSHE Policy.

b) **Safeguarding**

If any disclosure occurs during a SRE lesson or concerns are raised, teachers will follow the school's procedure for Safeguarding.

c) **Confidentiality**

Children have rights under the Children's Act 1989 and can thus expect to be treated sensitively regarding seeking information and advice. However, staff should not give guarantees of confidentiality where the safety and welfare of a child is at risk.

9. Breaches of the Policy (refer to section 11, in the PSHE Policy)

All staff are under a contractual obligation to uphold the policy as with all other school policies.

10. Date and Review of the Sex and Relationship Education Policy

The governors agreed this policy on 30th June 2015 and it was reviewed in partnership with staff, parents / carers and students again in June 2018.

Signed:

Headteacher