

This is a statutory policy.

Sex and Relationship Education - Primary

(Personal, Social, Health & Citizenship Education)



Our School vision –
All children love learning at St Joseph's Catholic Primary school.

At St Joseph's we value all children as individuals and believe that we are all special and individually loved by God. We promote and develop each child's spiritual, moral, social and cultural behaviour as part of our inclusive commitment to educational excellence for all children in our learning community.

At St Joseph's we recognise dyslexia as a specific learning difference and place it on the continuum of learning and preferences. We are committed to ensuring that if children do not learn the way we teach, we will adapt our teaching to enable them to learn, actively developing our experiences and the body of research available.

Effective From	October 2012
Review interval	3 years

Review Date	Name	Updates

Background information on our school community

Children join our school learning community from single, dual and complex family settings. There is a wide social and ethnic mix. In each year there are a number of children with special educational needs.

Introduction

The church teaches that

“Children and young people should be helped to develop harmoniously their physical, moral and intellectual qualities.... they should receive a positive and prudent education in matters relating to sex...and young people have the right to be stimulated to make sound moral judgements based on a well informed conscience and to put them into practice with a sense of personal commitment.”

Gravissimum Educationis: Second Vatican Council

Sex and relationships education is an integral part of a child's education and ensures they are able to develop the knowledge and skills to confidently make safe decisions and to understand their physical and emotional development. St Joseph's Catholic Primary school believes that effective sex and relationships education is developmental and a foundation for further work at secondary school.

Sex and Relationship Education has three main elements:

- ◆ Attitudes and values
- ◆ Personal and social skills
- ◆ Knowledge and understanding

Statutory Requirements

The school is mindful of its statutory obligation to:

- i) publish a Sex and Relationships Education Policy and make it available for inspection to parents;
- ii) ensure that all teaching materials used are appropriate to the age, religious and cultural backgrounds of its pupils;
- iii) teach all aspects of Sex Education included in the National Curriculum.
- iv) inform parents of their right to withdraw their children from SRE other than that taught in National Curriculum Science.

Working With Parents

At St Joseph's School we believe parents are a child's first teacher and we work in partnership with parents and carers to ensure they are aware of:

- a) the content and context of the SRE programme;
- b) their right to withdraw their children from SRE taught outside what is specified in the National Curriculum Science Orders;
- c) the process by which they can do this.

This is done by:

- Inviting parents into school to see teaching materials and resources in advance of curriculum delivery.
- Sharing with parents pedagogy for the delivery of the curriculum.

Children withdrawn from SRE will be:

- Given alternative learning opportunities in an alternative classroom. We are unable to guarantee a chronological age group but teachers will arrange for appropriate differentiated learning activities.

Organisation

SRE is taught in the context of the PSHCE programmes. Our curriculum is provided in a way that is easy to understand ; that is relevant and appropriate to the age and maturity of the children.

SRE includes the development of communication and social skills.

All teaching for learning is within the context of healthy and loving relationships.

SRE is taught:

- through discrete PSHCE lessons complemented by structured Circle Times. (Boys and girls all receive the full SRE programme). They are taught in mixed gender class groups and/ or single gender groups as appropriate to the learning objective and the possible sensitivity of the learners.
- through National Curriculum Science

Staffing

- ◆ The Head teacher takes overall responsibility for the policy and its implementation.
- ◆ The PSHCE team co-ordinate responsibility for implementing the SRE programme and for monitoring its effective delivery.
- ◆ Class teachers work in partnership to deliver the SRE Scheme of Work to their year groups.

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- ◆ Recommended outside speakers are used as appropriate. Eg, the school nurse.

Schemes of Work

The School follows the SRE Scheme of Work written and recommended by the Borough of Poole. A 6-lesson per year group scheme ensures:

- i) progression and continuity, and
- ii) age and developmentally appropriate content and resources.

The Scheme ensures that all children are taught :

- ◆ to identify human relationships and raise awareness of the various types of human families;
- ◆ that families and friends should care for each other;
- ◆ to develop confidence in talking, listening and thinking about feelings and relationships;
- ◆ to protect themselves and ask for help and support;
- ◆ about human reproduction;
- ◆ about how the body changes at puberty;
- ◆ to recognise how their emotions change at puberty and how to deal with their feelings towards themselves, their families and others in a positive way;
- ◆ to be aware of different types of relationships, including marriage and those between friends and families, and to develop skills to be effective in relationships;
- ◆ to recognise and challenge stereotypes.

The full scheme, including details of resources used, is available for inspection to parents via the school office or by request to a class teacher.

Outside Speakers

The school follows the Borough recommendation to maximise the use of external expertise when appropriate eg the school nurse is invited to discuss and answers questions for specific gender groups on puberty issues.

Teaching Strategies

St Joseph's recognises the importance of helping children develop confidence in talking, listening and thinking about sex and relationships. We strive to secure effective partnership between school and parents to achieve this.

Monitoring and Evaluation

The PSHCE team monitors the delivery of SRE through

- liaison with base leaders
- teaching staff
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The teaching staff, PSHCE Co-ordinator and Senior Management evaluate the effectiveness of the programme by:

Confidentiality and Child Protection

(See p 30 DfE Guidance/p15 Dorset Guidance)

Dissemination of the Policy

This policy is made available to:

- ◆ Parents and families on request at the office and is available on the school website.

This policy was produced by:

The PSHCE team and
The Head teacher

In consultation with the Governing body, the whole school staff and parents.

Date adopted by Governing Body:

Date published to parents:

Date to be reviewed: September 2015 or earlier dependent on local and national demands/ reviews.

Appendix 1

Overview of the Scheme of Work for Sex and Relationship Education.

Sex and Relationship Education at Key Stage 1 (Personal, Social, Health Education Programme (PSHE)) Scheme of Work

Year Group

1

Term: Autumn/Spring/Summer

Lesson		National PSHE Framework	Learning Intention
1	My body	1d 3e	To recognise and name parts of the body.
2	Recognising feelings	1c	To recognise and name specific feelings and to identify when and why they occur.
3	Exploring the sense of touch	1a	To recognise that I like, and/or dislike the different sensations I feel through my sense of touch.
4	Special people	3g 2f 4d	To identify the people who are special to me and why.
5	My family	4d 2f 4c	To identify members of my family.
6	Understanding Family Life	4d 4c	To identify how my family cares for me and how I care for them.

**Sex and Relationship Education at Key Stage 1
(Personal, Social, Health Education Programme (PSHE))
Scheme of Work**

Year Group

2

Term: Autumn/Spring/Summer

Lesson		National PSHE Framework	Learning Intention
1	Growing and changing (my body)	3d	To understand and accept the process of physical growth and that this is unique to the individual.
2	Growing and changing (my thoughts and feelings)	3d 1c	To identify a range of feelings and how to manage them.
3	Look at me now!	1a 1d	To recognise and celebrate themselves and their achievements.
4	Keeping myself safe	3g	To identify places where I feel safe and people I feel safe with.
5	Explore physical contact	1c	To understand that there are lots of types of physical contact - some we like, some we don't like, some acceptable/some that are not.
6	Rights and responsibilities in the family	2f 2d	To identify that I have needs and how they are met.

**Sex and Relationship Education at Key Stage 2
(Personal, Social, Health Education Programme (PSHE))
Scheme of Work**

Year Group

3

Term: Autumn/Spring/Summer

Lesson		National PSHE Framework	Learning Intention
1	What can I do now?	1d	To understand the stages of human development.
2	How do I care for myself?	1d 3a	To understand that growing up brings more autonomy and responsibility.
3	How do others care for me?	3e 3f	To understand who can help keep me safe.
4	How do I keep myself safe?	3e 3f 4g 2b	To remember simple strategies for personal safety.
5	How do I care for others?	4a 2d	To understand that we have an important role to play in caring for others.
6	Me and my feelings and actions	1b 1c	To understand that our actions affect others.

**Sex and Relationship Education at Key Stage 2
(Personal, Social, Health Education Programme (PSHE))
Scheme of Work**

Year Group

4

Term: Autumn/Spring/Summer

Lesson		National PSHE Framework	Learning Intention
1	My perfect day	2d 3a 3f	To understand that responsibilities change as we grow and that choices are important.
2	Getting to know my body	3c	To understand how the body changes during the approach to puberty.
3	How will my body change?	3c	To recognise and name body parts: male and female.
4	How do I look after my body?	3a	To understand how to look after my body.
5	Me and my friends	4c 4a	To explore the nature of friendship.
6	What am I like?	4a	To understand that actions have consequences and affect relationships.

**Sex and Relationship Education at Key Stage 2
(Personal, Social, Health Education Programme (PSHE))
Scheme of Work**

Year Group

5

Term: Autumn/Spring/Summer

Lesson		National PSHE Framework	Learning Intention
1	Choices and responsibilities	3e 2b 2d	To understand that growing up brings increased choice, accompanied by increased responsibilities.
2	Body changes for boys and girls during puberty: Lesson I	3c	To understand the physical changes that happen during the transition from childhood to adulthood.
3	Body changes for boys and girls during puberty: Lesson II	1d 3c	To understand the physical changes that happen during the transition from childhood to adulthood.
4	Menstruation School nurse can deliver	1a 3c 2f	To understand the internal changes that happen to girl's during puberty: menstruation.
5	Looking good, feeling good	1b 3a	To understand how to look after yourself, especially during puberty, so that you look and feel good.
6	Looking forward to being a teenager	1b 1c 3a	To explore pupils' expectations and hopes for their teenage years.

**Sex and Relationship Education at Key Stage 2
(Personal, Social, Health Education Programme (PSHE))
Scheme of Work**

Year Group

6

Term: Autumn/Spring/Summer

Lesson		National PSHE Framework	Learning Intention
1	Choices for young people	1a 1d 3e 3f	To understand that as we grow we gain more choices and more responsibilities. To rehearse a structured approach to decision making.
2	Decision making in relationships	1a 1d 3e 3f	To understand that there are choices and decisions in relationships.
3	My image and influences on me	3f	To examine the sources of pressure and influence on me.
4	Physical changes in puberty School nurse can deliver	3c	To explore the physical changes occurring in boys and girls during puberty and to understand that these take place at different rates.
5	Emotional responses in puberty I	3a 3c	To recognise and know how to constructively manage the emotions in puberty.
6	Emotional responses in puberty II	3a 3c	To recognise and know how to constructively manage the emotions in puberty.

**Sex and Relationship Education at Key Stage 3
(Personal, Social, Health Education Programme (PSHE))
Scheme of Work**

Year Group

7

Term: Autumn/Spring/Summer

Lesson		National PSHE Framework	Learning Intention
1	Respect of/for others	Key Stage 3 1b Key Stage 3 3b	Gain respect for others by understanding difference and own sense of identity.
2	Friendships/Relationships	Key Stage 3 2c 2g 3a 3c 3e 3f 3g 3h	To recognise the range of their relationships, their changing nature and pressures on them.
3	Self-esteem: Myself	Key Stage 3 1c 1b 2c	To recognise their developing sense of identity and how relationships affect physical and mental health.
4	Self-esteem: How other people see me	Key Stage 3 1c 3b 3d	To recognise how others see them and be able to give and receive constructive feedback and praise.
5	Puberty: Physical changes and their implications	Key Stage 3 1b 1d 2a	To recognise the physical and emotional changes of puberty and how to manage these in a positive way.
6	Human Reproduction and Parenting	Key Stage 3 2e 3f	To understand the importance of relationships as part of human reproduction.

Appendix 2

National Curriculum Science relevant to Sex and Relationship Education

Key Stage 1

Pupils should be taught:

- ◆ to recognise and compare the main external parts of the bodies of humans and other animals (Sc2, 2a);
- ◆ that animals, including humans reproduce (Sc2, 1b);
- ◆ that humans and other animals produce offspring and that these offspring grow into adults (Sc2, 2f);
- ◆ to recognise similarities and differences between themselves and others and treat others with sensitivity (Sc2, 4a);

Key Stage 2

Pupils should be taught:

- ◆ about the main stages of the human life cycle (Sc2, 2f);
- ◆ about human reproduction (Sc2, 2a)

Key Stage 3

Pupils should be taught:

- ◆ about physical and emotional changes at adolescents (Sc2, 2f);
- ◆ about the human reproductive system (Sc2, 2g), the menstrual cycle and fertilisation (Sc2, 2g) and the development of the foetus (Sc2, 2n) and birth;
- ◆ about how the growth and reproduction of bacteria and the replication of viruses can affect health.