

St Mary's Catholic Primary School

Learning and loving on our journey with Jesus.



To the greater glory of God

Revised: February 2020

A POLICY FOR RELATIONSHIPS AND SEX EDUCATION

Underlying principles

As a Catholic school, our teaching should reflect the Church's teaching, since we believe that this is the sure way to lasting human happiness and fulfilment. We need to show our children and our young people that the teachings of the Church are not about restricting fun or pleasure but about helping people to find true happiness through love and responsibility. We need to enlighten them about Christian values and to explain and promote positively our teachings in everything we do, enabling them to reject damaging cultural trends or peer pressures. We do recognise that Christian love and family life require effort and self-sacrifice.

We should not keep youngsters ignorant, but we must also give them an opportunity to explore and to understand the teachings of the Church, their meaning, wisdom and beauty. Relationship and Sex Education (RSE) content must contribute to the students' development of a positive self-image, with real respect and love of each other, whilst emphasising sexuality as a gift from God, which recognises the beauty and dignity of the human person. We need to assist our pupils with the physical and emotional changes that puberty brings, encouraging them to think seriously about the sacredness of their body and why it is important to use respectful terminology when talking about sex, relationships and their bodies. Purity and the virtue of chastity must be promoted. We must help students recognise that the proper place for sexual relationships is within the loving and permanent relationship of matrimony.

The Church, through its ministry of catechesis and education is involved in formation of relationships and sexuality precisely because of our Christian beliefs about God and the absolute dignity of the human person made in the image and likeness of God. This belief underpins the approach to all education our school. Our approach therefore is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christ's message of unconditional love.

Some Practical Principles

- Parents are the first educators in forming their child in developing personal relationships and specifically in matters of education relating to human sexuality. The school should be, as Pope Francis states in *Amoris Laetitia* 267, an extension of the home. We accept the

right, where the law allows it, for parents to withdraw their children from sex education up until three terms before their 16th birthday.

- RSE in our school is fully and always in accordance with the teaching authority of the Church. It emphasises the central importance of matrimony and the family whilst being sensitive that ‘many of our children have a different lived experience at home’ acknowledging that whatever household they come from, support, understanding and care is always part of the atmosphere within the school’.
- Emphasis is put on the whole person and not just on the biological aspects. Every child is unique and so the aim is to form each person in love, body, mind and spirit.
- Chastity is promoted as the underlying theme.

Context

This school recognises that values and attitudes come first from the home and that the best place for such education is in the context of a loving, caring family. The school sees itself and parents as partners in a programme of sex education. We encourage pupils to seek the advice of their parents and carers when requesting counselling on issues relating to personal relationships and sex education.

The principle aim of this is to provide the children with facts and information, which will give them the confidence to question and make informed decisions in the context of Christian values and moral principles.

We believe the main aims of Sex Education for our pupils are:

- to give healthy and positive attitudes towards sexuality, based upon Christian principles
- to instil in pupils respect and dignity for themselves and others, recognising that we are uniquely created by God
- to prepare pupils to cope with the physical and emotional challenges of growing up
- to give elementary understanding of human reproduction
- to develop rational thinking skills in order to make informed decisions
- to prepare pupils for the challenges of adolescence especially through the pressure of their peer and the media
- to develop an awareness of human relationships – in family life, the community, the world at large
- to enable pupils to have an understanding that love is central and the basis of meaningful relationships

The policy forms an integral part of the school’s mission in seeking to give value and dignity to all, in the belief that human life is filled with God’s presence.

Organisation of Relationships and Sex Education

We identify Personal, Social and Health Education as a separately planned subject and sex education is an element of this subject. However, it is also dealt with in the context of the classroom and everyday life of the school, and may be taught in a cross-curricular way especially in relation to the science and RE curriculum.

We have adopted a scheme of work called ‘Jigsaw’ <https://www.jigsawpshe.com> which is in place to ensure that a coherent and progressive curriculum is offered to all the children. The focus of ‘Jigsaw’ is on the fundamental building blocks of positive relationships with particular reference to friendship, family relationships and relationships with other peers and adults.

Children are taught how to treat others with kindness, consideration and respect; the importance of honesty and truthfulness; permission seeking and giving and the concept of personal privacy. Teaching will be delivered by class teachers as part of a planned development.

Jigsaw Content

3-5 years: Family life; friendship; breaking friendships; falling out; dealing with bullying; being a good friend.

5-6 years: Belonging to a family; making friends/being a good friend; physical contact preferences; people who help us; qualities as a friend and person; self-acknowledgement; being a good friend to myself; celebrating special relationships.

6-7 years: Different types of family; physical contact boundaries; friendship and conflict; secrets; trust and appreciation; expressing appreciation for special relationships.

7-8 years: Family roles and relationships; friendship and negotiation; keeping safe online and who to go to for help; being a global citizen; being aware of how my choices affect others; awareness of how other children have different lives; expressing appreciation for family and friends.

8-9 years: Jealousy; love and loss; memories of loved ones; getting on and falling out; girlfriends and boyfriends; showing appreciation to people and animals.

9-10 years: self-recognition and self-worth; building self-esteem; safer online communities; rights and responsibilities online; online gaming and gambling; reducing screen time; dangers of online grooming; SMARRT internet safety rules.

10-11 years: Mental health; identifying mental health worries and sources of support; love and loss; managing feelings; power and control; assertiveness; technology safety; taking responsibility with technology use.

In addition, we include extra lessons for KS2 children to focus on internet safety.

In Year 6, human reproduction is covered in a detailed way, through the use of visual aids, which stimulate discussion and through role play, which encourages the children to make informed choices and grow in confidence. Topics which arise in discussion e.g. AIDS, contraception or homosexuality, will be dealt with sensitively, appropriately and in a Catholic context. This includes time for learning and questioning in single sex groups. Y5 introduce the concept to girls and covers menstruation.

Parents of Y6 pupils will be invited to view the visual aids and express opinions and offer feedback in a special evening workshop.

The programme is sensitive to all, including children with Special Needs and those from minority ethnic communities.

By the end of primary school pupils should know:

Families and people who care for me

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.

- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Being safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

Monitoring and Evaluation

Pupils' work is regularly monitored and evaluated by:

- the class teacher, on the completion of lessons
- the head teachers in regular monitoring and lesson observation
- the PSHE co-ordinator through lesson observation and work sampling in management time.

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