

**St Joseph's Catholic Primary School  
Sex and Relationships Education (SRE) Policy**

*MISSION STATEMENT*

**In partnership with home and parish, St Joseph's Catholic Primary School seeks to provide an education that promotes a full understanding of the catholic faith and a high quality education to meet the needs of all children**

God in His Love has created each one of us as unique. God is therefore at the very heart of our school. Each member of our school community, adults and children are on a journey.

It is our role to teach the message of the Gospels. The Gospel values of trust, honesty, forgiveness, loving and caring for one another are part of our every day life.

All our curriculum must reflect these values and in our search for excellence each individual must be encouraged to use God's gift fully to realise his/her potential.

**Rationale for SRE**

Pupils' personal, social, health and emotional development are promoted in our school by a supportive school ethos, where all are valued and encouraged, where positive relationships are seen as important and there is a safe and secure learning atmosphere. In our school, sex and relationships education is offered as part of an integrated programme of family life education based on guidelines in "God's gift of Life" (Archdiocese of Birmingham). This programme enables pupils to develop an understanding that sexuality and human development are related to their faith. It promotes a gradual understanding and healthy appreciation of self growth, relationships, love, marriage and family life.

**National Curriculum Statement of Values**

Although this relates to PSHE, several elements are worth considering for SRE:

"...They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up... They to understand and respect our common humanity, diversity and differences so they can go on to form the effective, fulfilling relationships that are an essential part of life and learning."

**Objectives in relation to values, attitudes, skills, knowledge and understanding.**

SRE is always taught within the Catholic context of our school. It is taught with regard to the personal, social, moral and faith development of the child. Using All That I Am Programme from the Diocese at the end of Key Stage 2 and after both Y5/Y6 programmes the children will have covered the following learning outcomes for SRE at Key Stage 2. They give a basis for planning work to develop knowledge and understanding, values and attitudes and personal skills in SRE.

**By the end of Key Stage 2 pupils will be able to:**

- Express opinions, for example, about Relationships and bullying.
- Listen to and support others.
- Recognise their changing emotions with friends and family and be able to express their feelings positively.
- Identify adults they can trust and who they can ask for help.
- Be self confident in a wide range of new situations, such as seeking new friends.
- Balance the stress of life in order to promote both their own mental health and well-being and that of others.
- Form opinions they can articulate to a variety of audiences.
- Recognise their own worth and identify positive things about themselves.
- Discuss moral questions
- See things from other people's viewpoints. For example their parents and their carers.

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- Listen to, support their friends and manage friendship problems.
- Recognise and challenge stereotypes, for example in relation to gender.
- Recognise the pressure and unwanted physical contact, and know ways of resisting it.
- Respect other people's viewpoints and beliefs.

### By the end of Key Stage 2 pupils will know and understand:

- That the life process common to humans and other animals include growth and reproduction.
- About the main stages of the human life cycle.
- That safe routines can stop the spread of viruses including HIV.
- About the physical changes that take place at puberty, why they happen and how to manage them.
- The many relationships in which they are all involved.
- Where individual families and groups can find help.
- How the media impact on forming attitudes.
- About keeping themselves safe when involved with risky activities.
- That their actions have consequences and are able to anticipate the results of them.
- About different forms of bullying people and the feelings of both bullies and victims.
- Why being different can provoke bullying and know why this is unacceptable.
- About, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together.

### By the end of Key Stage 2 pupils will have considered:

- The diversity of lifestyles.
- Others' points of view, including their parents or carers
- Why being different can provoke bullying and why this is unacceptable
- When it is appropriate to take a risk and when to say no and seek help
- The diversity of values and customs in the school and in the community
- The need for trust and love in established relationships

### Details of the themes

In Reception to Year 6 we follow the RE strategy "Learning and Growing as the people of God". This scheme of work does not cover "sex education" instead it covers family life education. In years 5 and 6 we follow the "All that I am" scheme delivered to boys and girls in single sex groups during the summer term.

### Approaches to Teaching and Learning

The school's teaching and learning policy identifies strategies that should be implemented throughout all areas of the curriculum. They also apply to the teaching of SRE.

### Assessment, reporting and recording

Course evaluations are provided for years 5 and 6.

### Link to other school policies

Other whole school policies contribute to the development of good relationships. These include:

Equal Opportunities  
Behaviour Management  
Anti-Bullying  
Teaching and Learning  
RE  
PSHE

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### **Parental involvement**

We ensure parents are fully informed of the SRE policy and they are able to view, in advance, any materials used. Parents can discuss any specific topics that will be covered. See attached Appendix for content breakdown.

### **Appendix**

#### **Themes covered in Years 5 and 6**

In years 5 and 6 the children follow the Diocesan Department of RE's scheme "All that I am". It aims "to provide a curriculum in SRE that is authentic to the church's teaching and acknowledges pupils' stage of physical and sexual; development" DDRE 2001. It is rooted in the belief that we are all made in the image and likeness of God.

#### **Year 5**

In year 5 the themes covered by video and supplementary material are: Individual, physical development, social development, emotional development and spiritual development.

#### **The Individual**

Pupils will learn

- That they are unique and made in the image of God.
- That physical and emotional growth is normal and common to all of us.
- To accept and respect themselves.

#### **Physical Development**

Pupils will learn

- That differences between boys and girls are part of God's work and such differences should be celebrated.
- Vocabulary associated with menstruation.

#### **Social Development**

Pupils will learn

- About the church's teaching on personal responsibility and dignity.
- To take responsibility for personal hygiene.
- How to manage socially awkward situations.

#### **Emotional Development**

Pupils will learn

- How the church recognises emotions and how they shape actions.
- To identify a range of feelings in themselves and others.
- To accept responsibility and manage their feelings.
- About the responsibility we have towards each other.

#### **Spiritual Development**

Pupils will learn

- That our spiritual relationships with God transforms all aspects of our person.
- About friendships with others and God.
- When they do/do not feel comfortable with themselves.
- When confidentiality is/is not appropriate.

#### **Year 6**

The learning objectives for year 6 are:

- To recap on work covered in year 5.
- To reprise female physical development.
- To have knowledge and understanding of male physical development.
- To have self-awareness, confidence and skills. To translate these into personal behaviour in a range of situations.