St Anthony's Catholic Primary School

Human Relationships and Sex Education

Policy

Mrs V Berry

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1. Vision and Mission.

Our Mission Statement – We are God's work of art.

'Together with parents we aim to create a safe and positive learning environment where the teachings of Jesus Christ and the Catholic Church are fundamental to the whole life of the school. A place where we value the uniqueness of all members of the school community and there are opportunities for all to realise their full potential.'

At St Anthony's Catholic Primary School we are inspired by Jesus to be the very best we can be. We look after one another and show respect and love through our relationships with one another. Jesus is invited into our hearts. In the Beatitudes, Jesus invites us to lead a full life with him by explaining what makes people blessed or happy. This is about understanding how loving our neighbour enables us to be happy too. Therefore, having a good relationship with ourselves and the other people in our lives makes us grow and flourish and we respect that everyone is a unique and beautiful part of God's creation. We are all children of God, called to grow in love for him through the person of Jesus Christ and to spread the Good News through the action of the Holy Spirit.

2. Procedures

The following groups have been consulted in the process of producing this policy.

-staff

-governing body

-parents

-Diocesan Education Service

-wider community (The Parish and additional services, such as school nurse)

-school council

-students

In consultation with the Governing Body, the policy will be implemented in September 2017 and reviewed every two years by the Head teacher, HRSE Co-ordinator, the Governing Body and school Staff.

The next review date is July 2019.

The policy will be circulated to all members of the Governing Body and all members of staff. The school prospectus contains a statement about HRSE teaching and details of where to obtain a full copy of the policy upon request. The Education Service will be sent a copy of the school's HRSE policy and it is the duty of the Governing Body to ensure that this is up to date.

3. Rationale

As a primary school in the Diocese of Lancaster Education Service, we use the term Human Relationships and Sex Education (HRSE) as it believes that relationships education is about all aspects of growing a fulfilled and happy life, sexual education is a dimension of this greater whole.

The defining belief of Christianity is that God took on human form. This endows the human form with an extraordinary dignity that goes beyond that of all other forms of life and shows that humanity alone can embrace this relationship with God. Therefore, our relationship with our own bodies is not casual but infused with the Holy Spirit. Any teaching about love and sexual relationships in school must be rooted in this belief which is expressed in the Church's teaching about relationships, marriage, sex and family life. The Church offers education to young people as it is part of complete human formation. Education about human love is no less a part of a Catholic school's responsibility than teaching about mathematics or English. At St Anthony's Catholic Primary School we teach young people about how to form relationships, including understanding loving relationships and acknowledging that children's first experience of love is in the home. We encourage children from the earliest age to recognise that they are all children of God and that each person shares a God given dignity. As children mature, we encourage them to follow the example of Jesus and live lives inspired by the Gospel virtues, enabling them to follow His commandment to "Love your neighbour as yourself" (Mark 12:31). This is the basis for all relationships in our school. Teaching about relationships in our schools is supported by Christian virtue teaching as outlined in the Catechism of the Catholic Church and in line with 'Fit for Mission? Schools'.

The Department for Education (2000) suggests that sex and relationship education should build on the children's own experiences, be sensitive to the specific domestic contexts the children come from, form attitudes and values towards relationships, develop personal and social skills and increase the knowledge and understanding of each young person as they grow about their relationships and well being, including sexual health. The Diocese of Lancaster supports all these aims in educating about relationships and sex education though recognises that the Church's objectives in this are about complete human formation.

4. Statutory framework.

The statutory framework that surrounds education about human relationships largely falls within three key areas.

- The National Curriculum (2014)
- Statutory Guidance: 'Sex and Relationships Education Guidance' (2000)
- The Children's Act (2004)

Additionally, non statutory guidance directs policy and guides the work of OFSTED as it seeks to promote what is perceived as best practice, which may go beyond the limits of statute.

	State Funded Maintained Schools	Academies and Free Schools
Whole Curriculum	Every state-funded school must offer a curriculum which is balanced and broadly based* and which: -promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; -prepares pupils at the school for the opportunities, responsibilities and experiences of later life.	
Personal, Social, Health & Economic Education	Department for Education: All schools should make provision for PSHE, drawing on best practice. Schools are free to develop their own PSHE programme to reflect the needs of their pupils.	
Sex and Relationships Education	Statutory for secondary aged children to have sex educations that includes HIV, Aids and other sexually transmitted infections	
Sex and Relationships Education Guidance	Any school that provides SRE has a statutory duty to have due regard to Sex and Relationships Education Guidance DfEE 2000	
National Curriculum	Statutory sex education forms part of the science programmes of study across Key Stages 1-3.	
Sex and Relationships Education Policy	DfEE Guidance (2000) states that all schools should have an up to date SRE policy available for inspections and on request for parents or carers.	SRE policy is advisable but not compulsory

5. Virtues and Values

Gospel virtues and values underpin the HRSE curriculum. The Christian tradition describes behaviours or habits that lead to happiness, human flourishing and a closer relationship with God as virtues. These virtues are described in the Catechism of the Catholic Church and fall into two groups. The theological virtues of faith, hope and charity (sometimes love is used instead) are about developing the habits of being open to the work of the Holy Spirit and developing a deeper relationship with God through living a balanced and happy, good life. The cardinal virtues of practical wisdom (prudence), justice, fortitude and temperance help people develop habits of reason, fairness, emotional resilience and self mastery. They are human virtues and, as such, are part of the development of people of all faiths or none as they learn how to flourish, thrive and to have a life supported by strong and caring relationships. The cardinal virtues are drawn from the teachings of Plato and Aristotle and are held in common with people of many faiths and secular beliefs. St. Thomas Aquinas attributes the theological virtues as having their foundation in God, they complete the cardinal virtues and are the way people can reach “the abundant life” (John 10:10).

At St Anthony’s Catholic Primary School we live out the Gospel values shared in the Beatitudes, throughout the life of school by adults modelling the Gospel values and virtues, and encouraging children to do the same. Children are fully involved in their learning and are aware of their progress in knowledge and know that they are responsible for their moral behaviour throughout their time at school.

Children are encouraged to say thank you to God, to be happy and cheerful and to care about other people. They know how Jesus cared for others and think about their behaviour. As a school we value kindness and celebrate acts of kindness in class and during assemblies. Children in Key Stage Two are encouraged to develop a deeper understanding of what is moral behaviour and be able to say why this is important for personal happiness and for a closer relationship with God. In addition to the points made above they are given opportunities to learn how prayer enables them to make space for God in their lives and offers opportunities for reflection and growth. By the end of Year 6,

children should be able to explain some behaviour choices by reference to their beliefs and values, for example, by referring to Jesus' teaching about forgiveness.

6. The Aim and Objectives of HRSE.

The aim of HRSE is part of our aim to educate the complete human person. This is expressed in Fit for mission? Schools (2009). The fundamental needs of the human person are the focus of Catholic education – intellectual, physical, emotional, social, and spiritual, and eschatological (Our eternal destiny). These fundamental needs can only be truly fulfilled through a rich and living encounter with the deepest truths about God and the human person. This is why Christ and His Gospel must be the foundation of the educational project of each school and college, because He is 'the perfect Man in whom all human values find their fullest perfection' (Congregation for Catholic Education, The Religious Dimension of Education in a Catholic School). Therefore, the Catholic school or college is called to keep the Gospel whole and alive amongst pupils, families, and staff.

HRSE should deepen the following areas of understanding:

- To develop self respect and love of self.

-To invite young people to develop and deepen a loving relationship with God.

-To invite young people to understand that their life has a purpose.

-To invite young people to develop and deepen relationships with each other based on mutual respect and care and to understand this can be an expression of God's love.

-To foster an understanding of the teachings of the Catholic Church about how to live a full life, a life of virtue, and the place of human sexuality in living a full life, marriage and parenthood.

-A strong awareness of their own safety and the nature of consent.

-To have an understanding of the law in England about Equality and Marriage, appropriate to age and maturity.

HRSE will develop attitudes, personal and social skills and knowledge and understanding. The following example can be adapted for use in school.

• We will seek to develop attitudes of awe and wonder for the gift and beauty of self, respect for each other as children of God and rejoice in the goodness of God's creation.

• We will seek to develop attitudes of responsibility towards ourselves and others, recognising the dignity in all.

• We will seek to enable children to understand the choices they make and how they can help or harm themselves and others.

• We will encourage children to learn about expressing their own emotions and being respectful of the emotions and behaviours of others.

• We will encourage the whole school to be like a loving family recognising God as a merciful and generous father as Jesus taught in the Lord's prayer.

• We will encourage everyone in the school to recognise their part in the school family and work together for reconciliation when relationships in the school falter.

• We will encourage everyone in the school to value humility, mercy and compassion and to respond with empathy to the problems of others.

• We will develop children's knowledge of when to say 'no' to behaviours or attitudes that harm their dignity or the dignity of others and to be responsible for their own safety.

• We will develop children's experience of what it is to be happy so that they begin to understand the difference between happiness and gratification and value patience.

• We will teach children about the media and their choices, about what to watch, what games to play, what rules apply and that the dignity of all does not just apply to people who are physically seen, it applies to online relationships too.

• We will support children when relationships in their lives are challenging and teach them that there are people in school who will listen if they are experiencing changes that make them frightened or uncomfortable.

• We will foster an atmosphere in school which celebrates the work of the Trinity through the life of the school and its relationship with the Church.

• We will teach children about the beauty of the Church's teaching about love and God's love for them which is shared in the Sacraments.

• We will sensitively share the Church's teaching about the importance of marriage and family life as a way to live in loving relationships with others and with God.

7. Inclusion

At St Anthony's Catholic Primary School we identify that young people mature in different ways. Our teaching about relationships and sexuality is respectful of each child's starting point, their faith, culture and sexual orientation. Lessons are framed by this understanding and young people encouraged to respect difference and develop an approach of dialogue.

This may be followed by an outline of how the school either offers support, now, or would endeavour to offer support to young people who require or request additional support, for example, transgender pupils.

8. Equality

The governing body has wide obligations under the Equalities Act 2010 and will work to ensure that St Anthony's Catholic Primary School endeavours to do its best for all of the pupils, irrespective of ability (physical and mental), race, ethnicity, nationality, maternity, pregnancy, sex, gender identity or orientation or whether they are looked after children.

9. Programme of study

The Diocese of Lancaster has a programme of study for its family of schools. The programme ranges from ages 2-19 years and provides suggested areas of study and outcomes for the young people it serves. It is envisaged that this programme will be taught in discrete lessons, in cross curricular lessons, particularly R.E. and science and fundamentally embedded in the ethos of the school through assemblies, classroom discussions and the centring of all relationships in school on the person of Jesus Christ. The programme of study is based on the teachings of the Church and aims to help young people develop their sense of purpose and character. It should be taught as part of a broad and balanced curriculum and allow children to express alternative beliefs and viewpoints where they hold such views. The programme of study will be supported by published resources, recommended by the Diocese including 'This is my Body', as well as those created by the school.

HRSE will be taught at an appropriate level in each age range using a wide range of teaching strategies and resources. Children will be taught clear ground rules for discussions and parents will be informed of the teaching of sensitive subjects. Lessons will always take account of the Child Protection policy.

Along with the head teacher and governing body the co-ordinator will monitor that HRSE is being taught in each year group, evaluate how well it is being taught and notice the well-being of the students. This will be done through observation, sampling work and collecting evidence through photographs, display work etc.

Children's well being will be reinforced through the positive behaviour policy and/or encouraging children to be responsible for the choices they make. Because of day to day contact with children, schools are well placed to observe signs of abuse, changes in behaviour or failure to develop. Parents should be aware that where it appears to a member of staff that a child may have been abused, the school is required as part of the local Safeguarding Procedures, to report their concern to the Children's Services Department immediately. Confidentiality must not prevent action if a child is thought to be 'at risk'. The safety and welfare of the child is of paramount importance. (See school policies on safeguarding and child protection).

As in all areas of education, the school provides equal opportunities for all pupils in the area of Education for Personal Relationships at a level appropriate to their age and understanding. (See school policy on equal opportunities). Education for Citizenship includes social and moral responsibility. Pupils are encouraged to learn from the very beginning self confidence and socially and morally responsible behaviour, both in and beyond the classroom, towards those in authority and towards each other.

10. Parents

The Church recognises parents as the first educators of their children. The school should support parents in this task. The role of the school should be that of assisting and completing the work of parents, furnishing children and adolescents with an evaluation of "sexuality as value and task of the whole person, created male and female in the image of God". (Educational Guidance in Human Love (1983) Sacred Congregation for Catholic Education n69) Children's first experience of relationships and love are in the home. At our schools we seek to work with parents and support them as their children grow and begin to develop their own character as well as experiencing changes in their physical appearance. Parents have been consulted about the policy through the publication of the draft policy on the school website and through a 'drop in' consultation session with the HRSE co-ordinator and Headteacher before it was ratified by the governing body.

Parents are informed of their right to withdraw their children from HRSE lessons, however, they are not able to withdraw their children from statutory science lessons. *Should parents wish to withdraw their child(ren) they must contact the headteacher in writing no later than the start of the school day when the lesson will take place.*

The school will involve and support parents in learning about HRSE by sharing the programme of study/published resources to be used, letters when visitors are coming to school, letters when a sensitive subject is to be taught, resources to use at home, information in school prospectus and on school website, listening to questions etc. Information about HRSE is contained in the school prospectus and the majority of the programme of study is developed through the ethos of the school. However, at times, areas of particular sensitivity, such as puberty, will benefit from additional parental support and at such times, letters will sent home and parents may be invited into school to discuss the content of HRSE lessons.

11. Teaching HRSE

The HRSE co-ordinator, supported by the Headteacher and SLT, will be responsible for the co-ordination and monitoring of the programme. It is advised that monitoring should include a named foundation governor. Class teachers will carry out the programme of study appropriate to their class and occasionally outside agencies will be used to support, e.g. school nurse, 10:10 theatre company etc. All staff are involved in fostering attitudes, living Gospel virtues and shaping behaviour based on a Christian understanding of how to lead a good life. Staff are called to be role models of the school's ethos in their relationships with other staff members, their conduct towards parents and their care for the children in the school. Staff who are not Catholic themselves must conduct their behaviour in school in accordance with the vision and mission of the school.

Teaching and learning about human relationships will be part of the life of the school. However, the programme of study will be taught through cross curricular dimensions where appropriate, such as R.E., science, art and computing. Sometimes, the children's learning will be best supported by using other agencies, such as the school nurse, or other visitors to school. Such visitors will be guided to read the protocol for visitors at St Anthony's Catholic Primary School and agree to follow the instruction.

12. Supporting children and young people deemed to be at risk.

Sensitive subjects in HRSE always need to be framed so that the young people who are participating know that there is pastoral support if any of the issues discussed make them feel the need to talk further or share confidential information. This should always be done within the Child Protection framework of the school and it is paramount that all staff teaching HRSE have up to date safeguarding professional development. Questions asked by students that are a cause for concern for the teacher, for example because of their explicit or graphic content, should be addressed in accordance with the school's child protection policy and confidentiality procedures. These can be requested from the school office or downloaded from the school website – www.st-anthonys.lancs.sch.uk