



ST THOMAS A BECKET R C SCHOOL

POLICY FOR SEX AND RELATIONSHIP

DATE OF LAST REVIEW: **JULY 2019**

AGREED BY GOVERNORS: **JULY 2019**

FREQUENCY OF REVIEW: **ANNUALLY**

DATE OF NEXT REVIEW: **JULY 2020**

OUR MISSION STATEMENT

St Thomas a Becket School is a primary school of the Roman Catholic diocese of Southwark.

The aim of the school is to offer excellence of education in accordance with the teaching of the church and to value and develop each child's potential in a community in which every member is fully respected.

We try to ensure that this is done by:

- 🕊️ praying together
- 🕊️ valuing the experiences of each member of the community
- 🕊️ being a caring, forgiving community
- 🕊️ living and working and playing together
- 🕊️ by encouraging the children to achieve the best of their ability

The following principles are offered by the Catholic Education Service. They are the product of the Church's teaching, Government Legislation and the result of research and experience.

The pupils have a right to a curriculum which will help them to develop spiritually, intellectually, morally, socially and culturally and also must prepare them for adult life. Sex Education is integral to this process.

“A service to the individual student helping each one to achieve the most complete formation possible.” This is how the Church understands the educational process, (The Religious Dimension of Education). Again sex education has to be part of a ‘complete formation.’

Children and young people at St. Thomas a Becket belong to different communities and different faith traditions, their homes, their schools and their neighbourhood. We must try to foster a true partnership involving home, school and parish community. Each should be as supportive to the other as possible.

Education in sexuality should be developmental; sex education should enable sexuality to be integrated into personal growth from infancy through adolescence and beyond. This requires both primary and secondary phases to meet the physical, spiritual, moral and emotional requirements of their pupils through the education they offer. This necessarily involves dialogue and co-operation between primary and secondary spheres of schooling and with parents.

Education in sexuality is but part of education in relationships. Consequently, each young person is entitled to experience a school climate in which the quality of

relationships between staff and pupils themselves is marked by honesty, personal identification, warmth, trust and security.

For such education to be successful it must be fully integrated into the curriculum, for of its very nature it is “cross curricular”, science, religious education, health education in particular. This conveys values and helps in the moral growth of pupils.

IMPLEMENTATION

The policy is implemented by teachers of all classes. The whole school follows the Journey in Love programme as recommended by the Diocese. In addition, we use “The Wonder of Living” series to support our work in years 5 and 6. In Year 5 children see the first video “A New Baby” and in Year 6 they see the second video “And Now There’s Me.” (The third video in this series is shown in secondary school.) Class teachers are responsible for delivering these sessions and giving the children an opportunity to ask questions. Sensitivity to the Equal Opportunities Policy issues relating to how particular cultures handle sexual issues must be considered. Parents will be informed as to when the children will be seeing these videos and will be given an opportunity to view the video beforehand. This will link in with the marriage topic covered in the RE scheme.

PARENTAL RIGHTS

Parents are the first educators of their children. Parents have a statutory right to withdraw their children from any sex education outside the National Curriculum requirements. However, we try to encourage them not to do so as it is a vital part of our holistic approach.

Sex Education should complement and support the role of parents. Confidentiality will be stressed and encouraged. However, if a teacher feels that an issue concerning the child's safety and protection has arisen he/she must seek advice from the Head teacher and the school's child protection officer.

THE NATURE OF SEX EDUCATION

At St. Thomas a Becket we see sex education within the context of education for personal relationships, which is centred in the wider issues of health education - nor is it only involved with RE, but it is centred particularly in science and spans the curriculum - relationships at lunchtimes etc. because it involves the whole person.

OBJECTIVES OF SEX EDUCATION

- To have an awareness of where pupils are, in their own knowledge and understanding, so that their concerns can be identified.
- To promote self-respect and self-worth, recognising that each of us is created in the image and likeness of God.
- To explore the meaning and value of life, and give some appreciation of the values of family life.
- To enable pupils to have some understanding that love is central and the basis of meaningful relationships.

By the end of Key Stage 1, pupils should be able:

- To understand the importance of valuing themselves and others;

- To recognise their membership of the family and recognise the roles of individuals in families;
- To understand growth and know themselves as male or female;
- To be able to name the main external parts of the body;
- To recognise that babies have special needs;
- To appreciate relationships, friends, family, working together, sharing and playing together;
- To know about the rituals that mark life, and especially birth, marriage and death;
- To recognise the range of emotions and how to deal with them;
- To have an awareness of personal health and safety, personal hygiene.

By the end of Key Stage 2, pupils should be able:

- To value themselves as a child of God, and their body as God's gift to them;
- To understand that they grow and change throughout life;
- To understand what is meant by relationships within families, friends and communities;
- To develop an appreciation of what is involved in bringing up children and what responsibilities parents have;
- To become aware of the different patterns of friendship;
- To know the rituals celebrated in Church, marking birth, marriage and death, and that marriage is a sacrament in the Catholic faith. Children have a clear understanding that marriage is where sexual relations take place;
- To be aware of their changing emotions and the need to respect other peoples' emotions and feelings;
- To begin to know about and understand the changes that come about through puberty;
- To know the names for the parts of the body;
- To know the basic biology of human reproduction;

- To appreciate that life is precious and a gift from God;
- To become aware of the choices they make and that there are good choices and wrong choices;
- To recognise the importance of forgiveness in relationships.

ELEMENTS OF THE PROGRAMME

Putting it together:

Education in sexuality needs to take account of the complexity of human sexuality itself. The curriculum will bring together all the elements that need to be addressed to help pupils become aware of themselves and what is involved in relationships.

As a house is built on sound foundations and all the elements of the building go together and enable people to be at home, so too the curriculum needs to address a range of elements as suggested below to ensure the child's education is truly holistic.

UNDERLYING PRINCIPLES UNDERLYING PRINCIPLES

- Sexuality is a gift from God.
- We are made to love and be loved.
- What we say with our bodies should reflect what we mean in our hearts and minds.
- Mature Christian sexuality involved openness and commitment to others.
- Genuine love is open to pro-creation.

At St Thomas a Becket we would take every opportunity to:

- Correct misinformation with regard to sexuality.
- Enable pupils to recognise the importance of choices that they make and that they are responsible for decisions that they make. They are aware of the consequences.
- Help pupils resist peer, social and media pressure where necessary.
- Help pupils to develop their critical faculties and be aware of the values conveyed by the media in relation to self-image and sexuality.

WHOLE SCHOOL ATTITUDES:

Education in sexuality cannot be confined to a taught programme. Pupils learn above all from the personal relationships and the attitudes they experience in their whole life in the school, in every part of the curriculum and in every activity. As any community, a school, of its very nature, involves relationships. In a Catholic School, the relationships between teachers, pupils, governors and parents should reflect and communicate the Church's understanding of what it means to be a human person and a member of a community of persons.

The curriculum is supported by the pastoral care system and the whole environment in which pupils learn. The management and organisation of the school in every class should also reflect these values.

Bibliography

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Social and Moral Education - Bishops conference 1994.

Learning to Love - Education for personal relationships CES 1989.

Education in Personal Relationships in Catholic Schools - Diocese of Arundel and Brighton.

DfES Sex and Relationship Education Guidance 2000.

National Guidance for Inspection for Schools & Ofsted Guidance March '05.

PSHE & Citizenship. PSHE Jan '05 QCA.