



**ST.PETER'S R.C. PRIMARY SCHOOL**



# **SRE Policy**



## Mission Statement



St. Peter's Catholic School Mission is that pupils, parents staff, governors and parish build together a learning community which develops love, concern for each other and forgiveness, by living out the Gospel.

This means our school will be a place which:

- ☺ *To foster knowledge and understanding of the Gospel values and growing in God's love.*
- ☺ *To ensure we care for and respect others, develop an understanding of the world and contribute to society as responsible citizens.*
- ☺ *To promote independence and excellence.*
- ☺ *To encourage us to use our gifts and talents for self-fulfilment and the good of all.*
- ☺ *To appreciate that we are all uniquely created and loved by God.*
- ☺ *To put our trust in God through prayer.*

St Peter's School is a community  
inspired by Christ, and the Gospel teachings.  
Safe and secure all are valued, all are welcomed,  
in a caring, supportive atmosphere.

We nurture our spirituality and sense of wonder  
as we journey together in faith  
through prayer, worship - and celebration,  
as we journey together in faith.

We learn together, and do our best  
to develop knowledge, skills and attitudes,  
that enable us to live our lives as God intended,  
and make our contribution to society.

We nurture our spirituality and sense of wonder  
as we journey together in faith  
through prayer, worship - and celebration,  
as we journey together in faith.

## Background information:

At St Peter's Primary School we recognise and believe that children should be given the opportunity to discuss and learn about their growth and development in an informal way and come to appreciate, respect and value their minds and bodies as gifts from God and, as a consequence, respect others throughout their lives. The gift of life is God's greatest gift to us.

This policy has been written in accordance with our school Mission Statement which aims to provide a stimulating and relevant curriculum so that each individual can reach their full potential and create a safe working environment where there is mutual respect and trust amongst everyone.

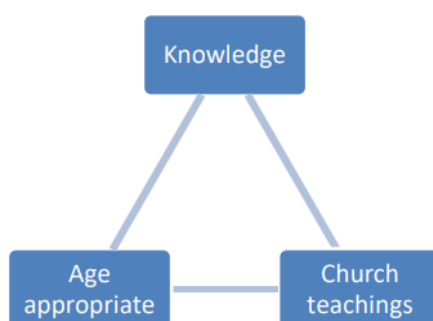
Sex and relationship education is lifelong learning about physical, moral, spiritual and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.

Our belief in the unique dignity of the human person as made in the image and likeness of God underpins the approach to all education in our Catholic school. Our approach to RSE therefore is rooted in the Catholic Church's teaching of the human person and is presented positively and prudently.

## Aims and objectives:

This policy is a working document which provides guidance and information on all aspects of SRE in the school for staff, parents/carers and governors.

1. pupils' need for clear, accurate and sound knowledge;
2. the presentation of Church teachings in a forthright and clear manner, using the specific references provided by the Church;
3. that education programmes should take into account children's developmental levels and, as with all learning, be aware of individual children's differences.



## By the End of Primary School:

Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• That families are important for children growing up because they can give love, security and stability.</li><li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other</li></ul>
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	<p>family members, the importance of spending time together and sharing each other's lives.</p> <ul style="list-style-type: none"> <li>• That others' families, either in school or in the wider worlds, 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.</li> <li>• 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.</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
Caring friendships	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• 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.</li> </ul>
Respectful relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• The conventions of courtesy and manners.</li> <li>• The importance of self-respect and how this links to their own</li> </ul>

	<p>happiness.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<p>Online relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• How information and data is shared and used online.</li> </ul>
<p>Being safe</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> </ul>

	<ul style="list-style-type: none"> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• Where to get advice, eg family, school and/or other sources.</li> </ul>
Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• That mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• That there is a normal range of emotions (eg happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>• It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>
Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• That for most people the internet is an integral part of life and has many benefits.</li> <li>• About the benefits of rationing time spent online, the risks of excessive</li> </ul>

	<p>time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</p> <ul style="list-style-type: none"> <li>• How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• Why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• Where and how report concerns and get support with issues online.</li> </ul>
Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• The characteristics and mental and physical benefits of an active lifestyle.</li> <li>• The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• The risks associated with an inactive lifestyle (including obesity).</li> <li>• How and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• What constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• The principles of planning and preparing a range of healthy meals.</li> <li>• The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (eg the impact of alcohol on diet or health).</li> </ul>
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
Health and	<p>Pupils should know</p>



prevention	<ul style="list-style-type: none"> <li>• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• The facts and science relating to immunisation and vaccination.</li> </ul>
Basic first aid	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• How to make a clear and efficient call to emergency services if necessary.</li> <li>• Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
Changing adolescent body	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• About menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

Objectives:

- To provide children and young people with a knowledge and understanding of the Church's teaching on marriage, relationships and sexual love;
- To provide children and young people with a positive understanding of what constitutes good, loving relationships;
- To provide children and young people with a knowledge and understanding of the biological facts about human reproduction;
- To provide children and young people with the skills and confidence to defend themselves against unwanted pressures to be sexually active and to keep them safe;
- To provide children with a clear understanding of the Catholic Church's teaching on contraception and the Catholic Church's teaching to refrain from sexual intercourse outside marriage;
- To provide children and young people, at an appropriate age, with an understanding of sexual health including how to protect themselves against unwanted pregnancies and STIs.
- Establish progression of learning in relation to other areas of the curriculum with sensitivity to the needs of students at different stages of development.
- Create an atmosphere of sensitivity to the feelings and beliefs of students.

During teaching we will ensure differentiation and inclusion and that RSE is sensitive to the different needs of individual pupils, respect pupils' different abilities, levels of maturity and personal circumstances e.g. sexual orientation, faith and culture. The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all pupils, in particular those protected characteristics listed under the Equalities Act 2010.

All RSE will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family, recognising that most families include a mother, a father and children but some families may not. It will also recognise different types of relationship, including those between acquaintances, friends, relatives and families. It will acknowledge that all pupils have a fundamental right to have their life respected.

Teaching high quality RSE is essential in creating an inclusive ethos and is central to developing healthy relationships and behaviours where children are able to assess and manage risk.

### **Equal Opportunities Statement:**

The School is committed to the provision of SRE to all of its pupils. Equal time and provision will be allocated for all groups but there may be occasions where children with Special Educational Needs are given extra support.

### **Content:**

#### **Key Stage 1:**

##### **Statutory**

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

#### **Key Stage 2:**

##### **Statutory**

- Identify that animals, including humans, need the right types and amount of nutrition and that they cannot make their own food; they get nutrition from what they eat.
- Describe the simple functions of the basic parts of the digestive system in humans
- Identify the different types of teeth in humans and their simple functions
- Describe the changes as humans develop to old age
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

## **Programme**

St.Peter's Catholic primary school will follow the programme 'Life to the Full'. 'Life to the Full' is a fully resourced Scheme of Work in Relationships Education for catholic primary schools which embraces and fulfils the new statutory curriculum. Taught with a spiral approach to learning, in which pupils will revisit the same topics at an age-appropriate stage through their school life, the programme includes teaching about personal health, physical and emotional wellbeing, strong emotions, private parts of the body, personal relationships, family structures, trusted adults, growing bodies, puberty, periods, life cycles, the dangers of social media, where babies come from, an understanding of the Common Good and living in the wider world. The entire teaching is underpinned with a religious understanding that our deepest identity is as a child of God – created chosen and loved by God. The programme is fully inclusive of all pupils and their families.

In Year 5, the following programme is covered with the aid of BBC educational video, which is sensitive to religious beliefs.

Programme1: Growing and Puberty.

Programme2: Someone new-Birth.

Programme3: Life Begins.

You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Parents are informed that children are taking part in the programme and are asked to discuss the programme with their children when they are at home. They are given the choices to withdraw their child from all or part of the Sex Education provided at school except for those parts included in statutory National Curriculum Science. Children are given opportunities to ask questions which have been raised from the programme. The nurse and class teacher support the questions.

## **Assessment**

A record of each session is kept in each teacher's planning for the delivery of RSE. The programme will be assessed, monitored and evaluated by the teacher through the ten:ten catholic primary school scheme of work, PSHE lessons and RE lessons.

## **Confidentiality and Child Protection Issues:**

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this member of staff believes that the child is at risk or in danger, she/he talks to the Headteacher/Deputy Head teacher who is the named Child Protection Officer. All members of staff follow the Child Protection policy and procedures and act accordingly.

## **Answering difficult questions:**

Both formal and informal SRE arising from pupil's questions are answered according to the age and maturity of the pupils concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill

and discretion in this area to refer to the designated Child Protection Officer if they are concerned. St Peter's RC Primary believes that SRE meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answering appropriate questions in a general informative way.

### **Roles and Responsibilities:**

Head teacher:

The Head teacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service and the Local Education Authority, also appropriate agencies.

PSHE/RSE Co-ordinator:

These co-ordinators, with the head teacher, have a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE and the provision of in-service training.

All Staff:

RSE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress, all staff are involved in developing the personal and social skills that contribute to human flourishing. They should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers will be expected to teach RSE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RSE. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them. All staff have a responsibility of care and the safeguarding of pupils. They should actively contribute to guidance of the physical, moral and spiritual well-being of their pupils. This work must be in line with the school's Catholic ethos and current legislation.

### **External Visitors**

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits will always complement the current programme and never substitute or replace teacher led sessions. It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our code of practice developed in line with CES guidance 'Protocol for Visitors to Catholic Schools'.

Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

### **Parents and Carers**

As parents and carers, they will be the key people in teaching their children about sex, relationships and growing up. As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children. Therefore the school will

support parents and carers by working in partnership with them, consulting them regularly on the content and approach of this curriculum. Others in the wider community, such as, health professionals, social workers, youth workers etc, will also have a valuable part to play.

St.Peter's Governing Body will review this policy in line with the new Diocesan Policy for Relationship and Sex Education.

**Date:** November 2020

**Review Date:** September 2022

**Chair of Governors: Mr Gerry Franklin**