



## The Blessed Sacrament Catholic Primary School.

### Human Relationships and Sex Education Policy



#### 1. Vision and Mission.

##### Our Mission Statement

Why does this school exist?

The school exists to increase levels of knowledge, understanding and skill, so that those who teach, learn and work in it are empowered to proclaim the Gospel message of life and hope to their own and future generations.

What does it seek to do?

The school seeks to raise standards, develop enquiring minds, kind hearts, helping hands, and encourage everyone to follow the way of life marked out by Christ.

How will the school operate?

Working in partnership to achieve these goals, the school community will be guided by the gospel values of freedom, fairness and love.

What are the school's expectations?

The school expects to bring out the best in all who teach, learn and work in it.

#### **Vision for Human Relationships and Sex Education.**

At The Blessed Sacrament 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 as part of producing this policy.

- staff
- governing body
- parents
- Diocesan Education Service

This consultation has included meetings with the Diocese, chair of Governors, the headteacher, PSHE coordinator and RE coordinator.

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

The next review date is November 2018.

The policy will be circulated to all members of the Governing Body and all members of staff. The school website 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 schools responsibility than teaching about mathematics or English. At The Blessed Sacrament 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	
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 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.

#### 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 The Blessed Sacrament school we live out the Gospel values shared in the Beatitudes, throughout the life of school for example:

- A daily act of worship/prayer and liturgy in which every pupil can participate.
- An act of worship commences with the Sign of the Cross to gather the community together, a time for reflection and concludes with a sense of renewed and deepened relationship with God. It includes some scripture from the Bible this may be a quote or a longer reading.
- Our acts of worship follow the traditions of the Catholic Church.
- Sharing worship with children is an opportunity to help the child to understand and take part in the adult worship of the Parish, but at their own level.
- The celebration can address the emotions and feelings of the child’s experience, reflect thanksgivings, special days or feast days. It gives the opportunity to reflect silently on the word of God.
- Worship in school creates a real sense of belonging for all involved.
- During assemblies, worship and throughout the school day children are encouraged to say thank you to God.
- The Behaviour Policy promotes positive attitudes and respect for each other and the school. (see behaviour policy)
- Children are encouraged to evaluate their behaviour and give reasons for the choices they have made.
- As pupils progress through Key Stage Two they will 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, pupils 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.

### **At the Blessed Sacrament:**

- 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 the Blessed Sacrament 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.

## **8. Equality**

The governing body has wide obligations under the Equalities Act 2010 and will work to ensure that The Blessed Sacrament school endeavours to do its best for all of the pupils, irrespective of ability (physical and mental), race, ethnicity, nationality, sex, gender identity or orientation or whether they are looked after children. (see Single Equalities Policy)

## **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 discreet 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, as well as those created by the school. A list of recommended resources is available on the Education Service website.

At The Blessed Sacrament the programme of study will be taught predominately through timetabled RE, PSHE and Science lessons. The HRSE coordinator will ensure that the core themes in the Lancaster Diocese programme of study

Core theme 1: Growing in love for myself and God.

Core theme 2: Growing in love for family, friends, faith and community.

Core theme 3: Growing in love for my character and well-being.

are taught throughout Key Stage 1 and 2.

In the Foundation Stage the early learning goals in Personal, social and emotional development cover the teaching about developing character and recognising how to behave towards themselves and other people.

A wide range of teaching strategies will be used for example, discussion, questioning, listening, art, music, meditation, drama

When teaching HRSE staff will set clear ground rules for behaviour and discussion.

Parents will be informed about specific lessons related to human reproduction and may be informed of other areas for example bereavement. Lessons will always take account of the safeguarding policy and will be sensitive in nature.

Supporting resources used by the Blessed Sacrament may include:

This is my body

Lancashire PSHE scheme of work

Cafod

Caritas in Action

Progress in understanding will be monitored through informal assessments which will be used to inform future learning. More formal assessments will take place in line with RE teaching and Science teaching (see RE/Science policies)

## **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 this policy before it was ratified by the governing body. This was through a specific letter and the school website.

### **Parents’ right of Withdrawal**

**Parents do not have the right to withdraw their children from statutory science lessons.**

Whilst parents have a legal right to withdraw their children from the HRSE activities carried out in school, this is strongly discouraged and it is made clear to all parents in induction meetings that they have selected a denominational faith school for their child and what this means. In order to withdraw their HRSE activities in school parents must arrange a meeting with the Headteacher so that this can be discussed fully. After the meeting, a formal letter informing the Headteacher of their decision should be made.

## **11. Teaching HRSE**

The HRSE coordinator will be responsible for leadership, co-ordination and monitoring of the programme. The Chair of Governor's is the governor with responsibility for HRSE. HRSE will be taught by class teachers, suitably qualified TA's, chaplaincy coordinator. Other agencies will be used to support the teaching of HRSE eg school nurse, 10:10 theatre company etc. At The Blessed Sacrament school we also employ a family liaison worker.

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.

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 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 The Blessed Sacrament and agree to follow its 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 safeguarding 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 safeguarding policy and confidentiality procedures.

## **13. Supporting policies**

Curriculum RE and Prayer and Liturgy

Science

PSHE

Behaviour and Anti-bullying

Equality

Safeguarding

ICT

*This policy was written on 8<sup>th</sup> November 2016*

*A Nightingale (HRSE coordinator)*

*N Billingsley (RE coordinator)*

*To be reviewed November 2018*





**The Blessed Sacrament Catholic Primary School.**



**Human Relationships and Sex Education Policy**

If you wish to comment on this provisional policy, please download this page and forward to the Head teacher at the school.

Comments:

Name (please print):

Signed:

Date :