



### Our School Mission Statement

*“Jesus, be the centre of our lives.”*

#### **Introduction**

As a Christian community we promote family life and try to make all our children feel valued and accepted. The experience of acceptance and respect that the children receive from the staff are important foundations for their self image. Parents are primarily responsible for helping their children to grow spiritually and, through their life of witness, forming their moral conscience. The school has a duty to help parents in this, and to reinforce the teaching already received at home.

The 1988 Education Reform Act states that schools should provide a curriculum which promotes ‘the spiritual, moral, cultural, mental and physical development of pupils’. ‘Keeping Children Safe’ September 2016, reinforces the statutory requirement for all schools *‘to safeguard children’s wellbeing...Safeguarding and promoting the welfare of children is defined as: protecting children from maltreatment; preventing impairment of children’s health and development; ensuring children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.* Education in Sexuality is an integral part of the growth and development of pupils and cannot be neglected if St Vincent’s is to fulfil its statutory aims.

#### **Philosophy**

In keeping with our Mission Statement, ‘Jesus, be the centre of our lives’, we believe that human sexuality is a gift from God and as such is concerned with the spiritual and moral, as well as the physical and social.

Education in Sexuality is about education in relationships. We believe that every child is entitled to experience a school where the quality of relationships is marked by honesty, warmth, trust and security. In keeping with our Mission Statement and in the light of the Church’s teaching, we will endeavour, in our education for the emotional life, to help pupils have a sense of each other, teaching them to listen, love and to have compassion and tenderness.

#### **Aims**

We aim to help each child to:

- value themselves as a child of God and their body as God’s gift to them;
- know that life is precious and a gift from God;
- understand that they grow and change throughout life;

- understand what is meant by relationships within families, friends and communities and to recognise the importance of forgiveness in relationships;
- be aware of their changing emotions and the need to respect other peoples' emotions and feelings;
- begin to know about and understand the changes that come about through puberty;
- be aware of their attitudes and values and have a sense of responsibility for themselves;
- be aware of the choices they make and that there are right choices and wrong choices;
- be able to keep themselves safe within a relationship and have the confidence to tell someone if they feel uncomfortable or threatened;
- be able to keep themselves safe on-line and know who to talk to if they feel uncomfortable or threatened.

### **Objectives**

Through our Religious Education, Science and PSHE sessions, we hope that pupils will come to have some understanding of:

- Self respect and self worth, recognising that each of us is created in the image of God.
- The meaning and value of life and some appreciation of the values and merits of family life.
- Love as being central and the basis of meaningful relationships.
- Their own bodies and their emotional development as they grow and change.

### **Teaching and Learning**

Within the taught and broader curriculum, including whole school opportunities i.e. the whole school environment, pupils will be given frequent and regular opportunities to work on feelings and to practise personal and interpersonal skills.

Sex and Relationships Education has three main elements:

#### 1. attitudes and values

- learning the importance of values and individual conscience and moral considerations
- learning the value of family life, marriage and stable and loving relationships for the nurture of the children
- learning the value of respect, love and care
- exploring, considering and understanding moral dilemmas
- developing critical thinking as part of decision making

#### 2. personal and social skills

- learning to manage emotions and relationships confidently and sensitively
- developing self respect and empathy for others
- learning to make choices based on an understanding of difference and with an absence of prejudice
- developing an appreciation of the consequences of choices made
- managing conflict
- learning how to recognise and avoid exploitation and abuse

### 3. knowledge and understanding

- learning and understanding physical development at appropriate stages
- understanding human sexuality, reproduction, sexual health, emotions and relationships, in keeping with the teachings of the Catholic Church

#### **Programme of Study / Content**

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 school. However, we have implemented an adapted version of the ‘Christopher Winter’s Project’ which is used throughout the school to ensure that all areas of Sex and Relationships education is delivered in a consistent and age appropriate manner.

The curriculum as a whole helps in the moral growth of the children. Education in sexuality is a cross-curricular subject and links with RE, Science, PSHE, Health, Literature and the Arts.

#### **Long-term planning for SRE**

Links to other subjects are made as shown below.

#### **Long-term planning for Come and See – RE curriculum**

Advent (Autumn)		Lent (Spring)		Pentecost (Summer)	
Domestic Church/Family God as Creator	YR: Myself (SRE) Y1: Families (SRE) Y2: Beginnings (SRE) Y3: Homes (SRE) Y4: People (SRE) Y5: Ourselves (SRE) Y6: Loving (SRE)	Local Church Community	YR: Celebrating Y1: Special people (SRE) Y2: Books Y3: Journeys Y4: Community Y5: Mission Y6: Sources	Pentecost	YR: Good News Y1: Holidays and Holydays Y2: Spread the Word Y3: Energy Y4: New Life (SRE) Y5: Transformation Y6: Witnesses
Baptism/Confirmation Belonging	YR: Welcome Y1: Belonging Y2: Signs and Symbols Y3: Promises Y4: Called Y5: Life Choices (SRE) Y6: Vocation and Commitment (SRE)	Eucharist Relating	YR: Gathering Y1: Meals Y2: Thanksgiving Y3: Listening & Sharing (SRE) Y4: Giving and Receiving (SRE) Y5: Memorial Sacrifice Y6: Unity	Reconciliation	YR: Friends (SRE) Y1: Being Sorry Y2: Rules Y3: Choices (SRE) Y4: Building Bridges Y5: Freedom & Responsibility(SRE) Y6: Healing
Hinduism/Islam (2 Year cycle)	The children study aspects of Hinduism/Islam			Judaism	The children study aspects of Judaism
Advent/Christmas Loving	YR: Birthday Y1: Waiting Y2: Preparations Y3: Visitors Y4: Gift Y5: Hope Y6: Expectations	Lent/Easter Giving	YR: Growing (SRE) Y1: Change (SRE) Y2: Opportunities Y3: Giving all Y4: Self Discipline Y5: Sacrifice (SRE) Y6: Death and New Life (SRE)	Universal Church	YR: Our World Y1: Neighbours (SRE) Y2: Treasures Y3: Special People (SRE) Y4: God’s People Y5: Stewardship Y6: Common Good

## Long-term planning for Science

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Advent</b> (Autumn)	Animals including humans (SRE)  Seasonal Changes	Animals including humans (SRE)	Light  Rocks	Animals including humans (SRE)	Properties and changes of materials	Electricity  Animals including humans (SRE)
	Working Scientifically		Working Scientifically		Working Scientifically	
<b>Lent</b> (Spring)	Seasonal Changes  Everyday materials	Uses of everyday materials	Animals including humans (SRE)	Electricity  States of matter	Earth and Space  Forces	Light  Living things and their habitats
	Working Scientifically		Working Scientifically		Working Scientifically	
<b>Pentecost</b> (Summer)	Plants  Mini Beasts	Plants  Living things and their habitats	Plants  Forces	Living things and their habitats  Sound	Animals including humans (SRE)  All living things and their habitats	Evolution and inheritance (SRE)
	Working Scientifically		Working Scientifically		Working Scientifically	

### Parents

We recognise that parents are the key figures in helping their children cope with the emotional and physical aspects of growing up and in preparing them for the challenges and responsibilities that this brings.

Parents have the right to withdraw their child from all or any parts of the school's sex education programme, other than those elements which are required by the National Curriculum Science order.

Parents will be informed when elements of the programme of study are being taught and will be invited into school for an information session so they know what is being covered and can ask any relevant questions. Any materials used are shared with parents so they can make informed decisions about their child's involvement and are in a better position to support their learning.

### Outside Agencies

Any health professionals who are helping to deliver sex and relationship education in our school are sensitive to our aims and will work within the school's policy. However, they follow their own professional code of conduct and will answer the children's questions with honesty although this may be done on a one-to one basis.

The titles of any booklets or information shown or given to pupils may vary but we will ensure that they deal with this subject with sensitivity. Any video, publication or other resources will be closely monitored by school staff and will not be used if deemed inappropriate and alternatives will be sought.

## **Confidentiality and Advice**

Further information is provided in the Safeguarding Policy.

This will include:

- Making sure that pupils and parents or carers are aware of the schools confidentiality policy and how it works in practice.
- Reassuring pupils that their best interests will be maintained.
- Encouraging pupils to talk to their parents or carers and giving them support to do so.
- Ensuring that pupils know that teachers cannot offer unconditional confidentiality.
- Reassuring pupils that, if confidentiality has to be broken, they will be informed first and then supported as appropriate.
- If there concerns of abuse taking place, the school will follow its Safeguarding Procedures.
- Making sure that pupils are informed of sources of confidential help, for example, the school nurse, counsellor, GP or local young people's advice service.
- Using ground rules in lessons.

## **Special Educational Needs and Disability**

Young people with SEND needs will NOT be withdrawn from SRE, but will be given help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not acceptable. Work may be planned in different ways in order to meet the individual needs of young people with special educational needs.

## **Relationships**

Within the context of talking about relationships, children should be taught about the nature of marriage and its importance for family life and for bringing up children in keeping with the teachings of the Catholic Church. The Government recognises that there are strong and mutually supportive relationships as key building blocks of community and society. This will be dealt with sensitively so as not to stigmatise children on the basis of their home circumstances.