



**Sacred Heart RC Primary School**  
**Sex and Relationships Education (SRE) Policy**

***MISSION STATEMENT***

*'Christ be our light'*

God in His Love has created each one of us as unique. God is therefore at the very heart of our school. Each member of our school community, adults and children are on a journey.

It is our role to teach the message of the Gospels. The Gospel values of trust, honesty, and forgiveness, loving and caring for one another are part of our everyday life.

All of our curriculum must reflect these values and in our search for excellence each individual must be encouraged to use God's gift fully to realise his/her potential.

**Rationale for SRE**

Pupils' personal, social, spiritual, health and emotional development are promoted in our school by a supportive school ethos, where all are valued and encouraged, where positive relationships are seen as important and there is a safe and secure learning atmosphere. In our school, sex and relationships education is offered as part of an integrated programme of family life education based on guidelines in "Come and See" This programme enables pupils to develop an understanding that sexuality and human development are related to their faith. It promotes a gradual understanding and healthy appreciation of self-growth, relationships, love, marriage and family life.

**Objectives in relation to values, attitudes, skills, knowledge and understanding.**

SRE is always taught within the Catholic context of our school. It is taught with regard to the personal, social, moral and faith development of the child. We use the 'All That I Am' Programme at the end of Key Stage 2 and after both Y5/Y6 programmes, the children will have covered the following learning outcomes for SRE at Key Stage 2. They give a basis for planning work to develop knowledge and understanding, values and attitudes and personal skills in SRE.

**By the end of Key Stage 2 pupils will be able to:**

- Express opinions, for example, about relationships and bullying.
- Balance the stress of life in order to promote both their own mental health and well-being and that of others.
- Listen to and support others.
- Recognise their changing emotions with friends and family and be able to express their feelings positively.
- Identify adults they can trust and who they can ask for help.
- Be self-confident in a wide range of new situations, such as seeking new friends.
- Form opinions they can articulate to a variety of audiences.
- Recognise their own worth and identify positive things about themselves.
- Discuss moral questions

- See things from other people's viewpoints. For example their parents and their carers.
- Recognise and challenge stereotypes, for example in relation to gender.
- Listen to, support their friends and manage friendship problems.
- Respect other people's viewpoints and beliefs.

**By the end of Key Stage 2 pupils will know and understand:**

- That the life process common to humans and other animals include growth and reproduction.
- About the main stages of the human life cycle.
- About the physical changes that take place at puberty, why they happen and how to manage them.
- The many relationships in which they are all involved.
- Where individual families and groups can find help.
- How the media impact on forming attitudes.
- About keeping themselves safe when involved with risky activities.
- That their actions have consequences and are able to anticipate the results of them.
- About different forms of bullying people and the feelings of both bullies and victims.
- Why being different can provoke bullying and know why this is unacceptable.
- About, and accept, a wide range of different family arrangements, for example fostering, extended families and three or more generations living together.

**By the end of Key Stage 2 pupils will have considered:**

- The diversity of lifestyles.
- Others' points of view, including their parents or carers
- Why being different can provoke bullying and why this is unacceptable
- When it is appropriate to take a risk and when to say no and seek help
- The diversity of values and customs in the school and in the community
- The need for trust and love in established relationships

### **Approaches to Teaching and Learning**

The school's teaching and learning policy identifies strategies that should be implemented throughout all areas of the curriculum. They also apply to the teaching of SRE.

### **Link to other school policies**

Other whole school policies contribute to the development of good relationships. These include:

Equal Opportunities

Behaviour Management Anti-Bullying

Teaching and Learning RE

PSHE

### **Parental involvement**

We ensure parents are fully informed of the SRE policy and they are able to view, in advance, any materials used. Parents can discuss any specific topics that will be covered.

### **Monitoring and review**

This policy is monitored by the governing body and will be reviewed every two years, or before if necessary.

## **Appendix**

### **The Individual**

Pupils will learn

- That they are unique and made in the image of God.
- That physical and emotional growth is normal and common to all of us.
- To accept and respect themselves.

### **Physical Development**

Pupils will learn

- That differences between boys and girls are part of God's work and such differences should be celebrated.
- Vocabulary associated with menstruation.

### **Social Development**

Pupils will learn

- About the church's teaching on personal responsibility and dignity.
- To take responsibility for personal hygiene.
- How to manage socially awkward situations.

### **Emotional Development**

Pupils will learn

- How the church recognises emotions and how they shape actions.
- To identify a range of feelings in themselves and others.
- To accept responsibility and manage their feelings.
- About the responsibility we have towards each other.

### **Spiritual Development**

Pupils will learn

- That our spiritual relationship with God transforms all aspects of our person.
- About friendships with others and God.
- When they do/do not feel comfortable with themselves.
- When confidentiality is/is not appropriate.