



Sex and Relationships Education Policy

Information for Parents: This policy is available on request.

The Ursuline Preparatory School does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We are created by God in his own image – male and female (Gen. 1:27). Thus, our sexuality is an integral part of our individuality. In order that children may grow healthily towards maturity, they need to be taught the implications of their gender and sexuality (Cf. CCC §1604; §FC37). Successful relationships can only be built when individuals are comfortable with themselves and are developing their self-knowledge.

“We must protect our children from ignorance and they should be given all the necessary information, and correct answers to their questions. Within the Christian community there is a real need for giving gradual and positive sexual education to our children. Each school, in consultation with governors, teachers and parents, should have or build a developmental programme which aims to help our young people to have a properly formed conscience, to enable them to make right judgements and to take the right actions in the many and varied situations in which they may find themselves”. (Bishops’ Conference of England 1987).

Our policy echoes St. John’s Gospel: “I have come that you might have life and have it to the full” (1o:10) and St. Ireneaus who said: “The glory of God is the human person fully alive”. To achieve this, we recommend the development of programmes in these areas:

Growing in friendship with:

- ourselves;
- others;
- the world and
- God.

1. Introduction

- 1.1 We have based our school's sex education policy on the DfEE guidance document Relationships and Sex Education (RSE) and Health Education Statutory Guidance (2019) (updated 2021). [Relationships and Sex Education \(RSE\) and Health Education Statutory Guidance \(2019\) \(updated 2021\).](#)

In this document, sex education is defined as 'learning about physical, moral and emotional development. It is about understanding 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'. Sex education is part of the personal, social and health education curriculum in our school. While we use sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation.

2. Aims and Objectives

- 2.1 We teach children about:

- the physical development of their bodies as they grow into adults;
- the way humans reproduce;
- respect for their own bodies and the importance of sexual activity and part of a committed, long-term, and loving relationship;
- the importance of family life;
- families and people who care for me;
- caring friendships;
- respectful relationships;
- online relationships;
- being safe;
- moral questions;
- relationship issues;
- respect for the views of other people;
- sex abuse and what they should do if they are worried about any sexual matters.

2.2 The role of the school's governing body and the Headteacher are very important and this policy is reviewed regularly.

3. Organisation

3.1 We teach relationships and sex education throughout the school in various ways:

- The programme 'A Journey in Love' has been incorporated into the curriculum.
- This is taught through PSHE lessons (JIGSAW), Science lessons and the RE curriculum. We also teach some sex education through other subject areas (e.g. PE) where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

Within the 'A Journey in Love' scheme the following is taught:

Aims and Learning objectives:

Pre-Reception &

Reception: To explore the wonder of being special and unique.

Kindergarten: Children know and understand that God has made them unique and although we are all different, we are all special to him. This is reinforced within the EYFS scheme of work, high-lighting how we are unique and special.

Intermediate: To focus on families and especially growing up in a loving, secure, and stable home.

Transition: To describe how we are growing and developing in diverse communities that are God given.

Lower One: To describe and give reasons for how we grow in love, in caring and happy friendships where we are secure and safe.

Upper One: Children know and understand that they are all different and celebrate these differences as they appreciate that God's love accepts us as we are and as we change.

To make links and connections to show that we are all different. To celebrate these differences as we appreciate that God's love accepts us as we are now and as we change.

Lower Two: Show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom etc. and grow further in their understanding of God's presence in their daily lives.

To develop a secure understanding of what stable, caring relationships are and the different kinds there may be.

Upper Two: Children develop, in an appropriate way for their age, an understanding of sexuality and grow further in their appreciation of their dignity and worth as children of God.

Focussing on Catholic teaching, children will know and understand about the conception of a child within marriage.

3.2 In PSHE (JIGSAW) we teach children about relationships, and we encourage children to discuss issues. The school teaches about parts of the body and how these work, and we explain to them what will happen to their bodies during puberty. For example, we tell the boys that their voices will change during puberty and we explain to the girls about menstruation. We encourage the children to ask for help if they need it. (Please refer to the Personal, Social, Health and Education Policy)

3.3 In science lessons in both key stages teachers inform children about how a baby is born. For this aspect of the school's teaching, we follow the guidance material in the national scheme of work for science. In Key Stage 1 and EYFS we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

- 3.4 In Lower Two and Upper Two we place a particular emphasis on health and sex education, as many children experience puberty at this age. We liaise with the Local Health Authority, about suitable teaching materials to use with our children in these lessons. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children (as stated earlier in this policy).
- 3.5 We arrange separate meetings for all parents and carers of children throughout the school to discuss this particular programme of lessons, to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching.

4. The role of parents

- 4.1 The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:
- we make available to parents the school's sex education policy;
 - answer any questions that parents may have about the sex education of their child;
 - take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;
 - inform parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

4.2 Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Headteacher. And make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

5. The role of other members of the community

5.1 We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse team and other health professionals, give us valuable support with our sex education programme. Other people that we call on include social workers and youth workers and take advice from the diocesan advisor.

6. Confidentiality

Teachers and the health service conduct sex education lessons in a sensitive manner and in confidence. However if a child makes a reference to being involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw those concerns to the attention of the Designated Safeguarding Lead who will bring them to the attention of the Headteacher. The Headteacher will then deal with the matter in consultation with health care professionals. (Sexual abuse – please refer to the Safeguarding and child protection policy).

7. The role of the Headteacher

7.1 It is the responsibility of the Headteacher, governors and trustees to ensure that both staff and parents are informed about our sex education policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

- 7.2 The Headteacher and class teacher liaise with external agencies regarding the school sex education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.
- 7.3 The Headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

8. Monitoring and review

- 8.1 The Headteacher and staff of the school monitor our sex and relationships education policy on an annual basis and modify the policy when deemed necessary. Comments from governors, trustees, parents, and the staff are taken into account when these modifications are made.