

St John Bosco Catholic Primary School
Family and Relationships Education (FRE) Policy

Mission Statement

"Living, Learning and Growing in God's Love."

Date of Policy: July18

In Saint John Bosco Catholic Primary School, Family and Relationship Education is based on the teaching of the Catholic Church. Sex and relationship education is taught in the context of the truth about human life disclosed to us in Christ, and the invitation of faith to strive to live and act according to that truth.

Catholic Church Perspective:

The Church's FRE programme is formed on the belief that we are 'created in the image and likeness of God'. The Church believes SRE should encourage young people to enter into a deeper relationship with God, themselves and others.

The Church's FRE programme is founded on a realization that:

- Every human life has an intrinsic and absolute value through being created by God in the image of God
- This value derives from the simple fact of existing and is not dependent on an individual's age, abilities, social acceptability or any other characteristic 2
- Self-respect and respect for each other must underline all human relationships.

Roles and Responsibilities

Governing Body

Saint John Bosco Catholic Primary School Governing Body will ensure that School has an up-to-date policy for FRE, will ensure that parents are consulted about this policy, and will make copies of the policy available to parents.

They will make known to parents their right to withdraw their children from all or part of the FRE provided at school, except for those parts included in the statutory National Curriculum.

Parents

Recognising that parents are the primary educators of their children, the school will seek to support them in this task. Teachers will ensure that parents are kept informed of what is happening in SRE and of their expectations of pupils.

Headteacher

The Headteacher has overall responsibility for the delivery of Family and Relationships Education in accordance with the teaching of the Catholic Church.

Specific responsibilities to ensure the effective provision of FRE have been delegated to the RE and Healthy Schools Coordinator.

Teachers

All teachers have a responsibility of care. As well as fostering academic progress they contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers will be

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expected to teach FRE in accordance with the Catholic ethos of the school and in accordance with this policy. Appropriate training will be made available for all staff teaching FRE.

Pupils

Pupils are expected to be active participants in the learning processes, willing to listen to the teaching of the Church and develop a personal, moral code rooted in Gospel values. They will be expected to have a concern for, and accept responsibility for, their knowledge and understanding of their sexual and relationship development.

The Wider Community

The school will make appropriate use of external agencies, for example the school nurse and diocesan RE department advisors. All staff from external agencies will be asked to adhere to the teaching of the Catholic Church and this policy.

FRE Programme of Study at Saint John Bosco Catholic Primary School Aims:

- The development of an understanding of each pupil's growth towards physical maturity as part of God's plan.
- The fostering of an awareness and the development of the ability to practice self-control.
- The nurturing of a capacity to form healthy relationships.

The objectives of FRE will be:

- To encourage the development of a personal, moral code rooted in Gospel values and to promote self-confidence and self-esteem
- To consider personal attitudes, make informed, reasoned and responsible decisions according to an informed conscience.
- To encourage children's growth in self-respect, dignity, self-restraint and respect for others acknowledging that all are created in the image and likeness of God.
- To understand how human failures and weaknesses can cause hurt and damage in relationships, but that such failures and weaknesses can be countered and overcome to reflect the forgiveness of God.
- To help children develop an understanding that love is central to the basis of relationships and family life.
- To understand that sexuality is a fundamental part of human nature that affects our lives and the way in which we relate to other people.

Organisation and Monitoring

FRE is not delivered in isolation, but is firmly embedded in all curriculum areas, including RE, Science, Personal, Social Health Education (PSHE) and citizenship.

FRE is normally delivered by class teachers in mixed gender groups. Active learning methods which involve children's full participation are used.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of the FRE programme.

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They are invited into school based on agreed guidelines:

- Visitors are invited in to school because of the particular expertise or contribution they are able to make.
- All visitors are familiar with and understand the school's FRE policy and work within it.
- All visitors will be asked to adhere to the teaching of the Catholic Church.
- All visitor's input to lessons forms part of a planned programme, negotiated and agreed with staff in advance.
- All visitors are supervised/supported by a member of staff at all times.
- The input of visitors is monitored and evaluated by staff and pupils to inform future planning. Elements of the sex education in the science curriculum are assessed formally by the class teacher and monitored by the Science Coordinator.

Evaluation of the FRE programme outside the science curriculum is conducted using a variety of formal and informal activities. Teachers are required to keep assessments which are used to inform learning judgements. Progress and attainment is monitored by the RE and PSHE Coordinator. Pupils, parents and carers are consulted at the outset and conclusion of units of work to enable the impact of the programme to be examined. Appropriate interventions are put into place where staff are concerned about a pupil's knowledge and understanding and/or progress.

Content

All programmes of work, for all pupils, will encourage pupil's growth in self-respect, dignity, self-restraint and respect for others acknowledging that all are created in the image and likeness of God. All pupils will be encouraged to develop a personal, moral code rooted in Gospel values.

In Foundation Key Stage and Key Stage 1,

Pupils will learn to recognise similarities and differences between themselves and others, identify and share their feelings with each other, recognise safe and unsafe situations and identify and be able to talk to someone they trust.

In Key Stage 2 pupils will learn to express their opinions about relationships and bullying and to listen to and support others, including respecting other people's viewpoints and beliefs. They will learn to recognise their own worth and identify positive things about themselves and try to balance the stresses in life in order to promote their own mental health and well-being of others. Life processes are discussed including the physical changes that take place at puberty, why they happen and how to manage them.

A detailed overview of FRE content can be found in Appendix 1. Further information may also be found in the Science, RE and PSHE programmes of study.

Specific Sexual Education Content

The topics of puberty and menstruation will be taught in Years 5 and 6. Specific information about sexual intercourse will not be taught - any questions asked by pupils relating to sexual intercourse will be referred to parents in a sensitive manner. Parents will be invited to see, in advance, the resources used to teach the specific sexual education content of FRE - this will include any videos/DVDs or television programmes.

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Specific Issues within FRE

Withdrawal

Parents/Carers have the right to withdraw their children from all or part of the sex and relationships education provided at school except for those parts included in statutory National Curriculum. Those parents/carers wishing to exercise this right are invited in to see the Headteacher who will explore any concerns and discuss any impact that withdrawal may have on the child.

Once a child has been withdrawn they cannot take part in the FRE programme until the request for withdrawal has been removed.

Child Protection The school has a separate Child Protection Policy.

Effective FRE may bring about disclosures which relate to child protection issues and staff are aware of the procedures for reporting their concerns.

Dealing with Questions

Pupils' questions arising from both formal and informal FRE are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. Any questions asked by pupils relating to sexual intercourse will be referred to parents.

Equal Opportunities

In line with the Christian principles of equality, the FRE programme is an entitlement for all pupils. This entitlement is irrespective of creed, gender, race, ability or background.

Appendix 1: FRE Programme of Study

FRE Programme of St John Bosco Catholic Primary School has adopted the '**All that I am**' programme produced by the Catholic Archdiocese of Birmingham.

The programme provides a curriculum in sex and relationship education that is authentic to the Church's teaching and acknowledges pupils' stage of physical and sexual development.

Themes covered in Years 5 and 6

In years 5 and 6 the children follow the Diocesan Department of RE's scheme "All that I am". It aims "to provide a curriculum in SRE that is authentic to the church's teaching and acknowledges pupils' stage of physical and sexual; development" DDRE 2001. It is rooted in the belief that we are all made in the image and likeness of God.

Year 5

In year 5 the themes covered by video and supplementary material are: Individual, physical development, social development, emotional development and spiritual development.

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.

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- 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 relationships 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.

Year 6

The learning objectives for year 6 are:

- To recap on work covered in year 5.
- To reprise female physical development.

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- To have knowledge and understanding of male physical development.
- To have self-awareness, confidence and skills. To translate these into personal behaviour in a range of situations.

Appendix 2 Age related Outcomes for a typical Child

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

- Express opinions, for example, about Relationships and bullying.
- 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.
- Balance the stress of life in order to promote both their own mental health and well-being and that of others.
- Discuss moral questions
- See things from other people's viewpoints. For example their parents and their carers.
- Listen to, support their friends and manage friendship problems.
- Recognise and challenge stereotypes, for example in relation to gender.
- Recognise the pressure and unwanted physical contact, and know ways of resisting it.
- 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.

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- 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 second marriages, 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

Details of the themes

In Reception to Year 6 we follow the RE strategy "Learning and Growing as the people of God". This scheme of work does not cover "sex education" instead it covers family life education. In years 5 and 6 we follow the "All that I am" scheme delivered to boys and girls in single sex groups during the summer term.

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.

Assessment, reporting and recording

Course evaluations are provided for years 5 and 6.

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 and they are able to view, in advance, any materials used. Parents can discuss any specific topics that will be covered. See attached Appendix for content breakdown.

Reviewed Date: July 20