



St. Patrick's R.C. Primary School



Sex and Relationships Policy		
Date	Review Date	Coordinator
September 2018	September 2019	M Ryan

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, forgiveness, loving and caring for one another are part of our every day life. All our curriculum must reflect these values and in our search for excellence each individual must be encouraged to use God's gift to fully to realise his/her potential

To Learn of His Love

We aim to:

- Offer a curriculum which will help children to understand themselves, relate to others, and make sense of the world in which they live;
- Provide a curriculum in a Christian Catholic context in which children are encouraged and helped to achieve the highest standards of which they are capable;
- Carefully monitor the progress of children to ensure that they reach their potential and acquire the necessary and appropriate skills;
- Promote a love and enjoyment of learning;
- Provide for the special educational needs of each child;
- Endeavour to prepare children for the next stage of their educational life, through the development of appropriate skills.
- Ensure that pupils develop confidence and a sense of their own worth
- Ensure that all children have equality of opportunity in every aspect of school life

·Seek to ensure that children enjoy living and learning in the school community

To Love

We aim to:

- Show that the way of Jesus Christ is the way to learn to love;
- Enable children to know what they are loved and respected and individuals;

- Provide in our school environment an atmosphere of love and respect where children in turn will learn to love and respect each other;
- Provide a supportive community of staff, parents, governors and parish, where children can learn the meaning of the gospel values of love, truth, forgiveness, justice and peace.
- Teach and encourage children to live according to the values of the gospel of Jesus Christ, in a spirit of mutual co-operation, peace and harmony.
- Ensure that the uniqueness of every person in the school community is valued and respected
- Respect the individual needs of each person

Introduction

Sex and relationship education is defined as 'lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is about the development of the pupil's knowledge and understanding of her/himself as a fully human and sexual being, called

to live in right relationships with self and others and being enabled to make moral decisions in conscience. The DfES document identifies three main elements: "attitudes and values, personal and social skills and knowledge and understanding".

At St. Patrick's Catholic Primary School, our inclusion of Sex and Relationship Education within the curriculum is clearly underpinned by our school Mission Statement where we place great emphasis on the uniqueness and value of each individual, made in the likeness of God and where we also aim to enable the children to develop relationships built on respect and understanding of the needs of themselves and others. It is also supported by our Religious Education Programme.

Principles:

Whilst fully acknowledging and complying with legal requirements, we stress the Christian influence on our teaching of all areas of the curriculum and that this teaching is placed firmly within the tradition of the Roman Catholic faith. Sex education is an integral part of the growth and development of our pupils and cannot be neglected if the school is fulfilling its statutory obligation.

We view the partnership of home, school and parish as vital in providing the context for the lifelong process of religious formation. Positive and prudent sex education begins within the family and we cannot overstate the importance of parental involvement. "The

first and primary educators of children are their parents..." (Religious Dimensions of education in a Catholic School).

We believe that sex and relationship education is a lifelong process, which recognises that human sexuality is **gift** from God. Because of this, we strive for the very highest of Christian ideals in our teaching and learning, which underpin and are reiterated in our Mission Statement. **Aims:**

Sex and relationship education is more than a body of knowledge. **It** includes biological knowledge and understanding of how the reproductive system works but it also includes knowledge and understanding about relationships, feelings and behaviour and about making choices.

Because of this we aim to:

- Provide an accurate knowledge and understanding about sexuality and relationships appropriate to age and ability.
- Raise their awareness in keeping themselves safe from harm and in protecting themselves from exploitation.
- Engender growth in self-respect and self worth, recognising that each of us is created in the image and likeness of God.
- Explore the meaning and value of life and give some appreciation of the values of family life.
- Enable pupils to have an understanding that love is central to and the basis of meaningful relationships.
- Enable pupils to have an understanding of their own bodies and their emotional development as they grow and change.
- Encourage pupils to grow in awareness of their own attitudes and values and develop a sense of responsibility for themselves.
- Enable pupils to develop personal and social skills and to reflect on their own relationships recognising the qualities that help relationships to grow and develop in a positive way.

We believe that the development of a positive, person-centred education is at the heart of Catholic Christian education. Our aims therefore, support the personal, moral, and social development of all pupils, ensuring that they have the ability to accept their own and others' sexuality in positive ways, without discrimination and to enjoy relationships based on mutual respect, dignity and responsibility free from abuse.

Roles and Responsibilities

Parents

'Parents are the first and best educators of their children' (Second Vatican Council). At St. Patrick's Catholic Primary School we seek to support parents in their role through working in partnership with them.

Parents are informed they have the right to withdraw their children from sex and relationship education if they so wish, with exception of those elements that are required by the National Curriculum. Any such request should be made in writing.

Governors

Governors have a responsibility for the provision of the policy and the sex and relationship education programme rests with the governing body **Teachers** Teachers will advise governors on the content and organisation of sex and relationship education. Working in partnership with health education professionals, teachers will have the ultimate responsibility of using their professional skills to develop and teach the sex and relationship education curriculum. Opportunities will be provided for review and evaluation of the programme on an annual basis and this will be in consultation with the Headteacher and health professionals as appropriate. The Headteacher will have responsibility for dealing with requests from parents to withdraw children from sex and relationships education lessons.

Management of Teaching and Learning:

Foundation stage and Key Stage 1 will endeavour to help children to:

- Understand the importance of valuing themselves and others
- Recognise their membership of the family and recognise the roles of individuals in the family.
- Be able to name the external parts of their body.
- Recognise that babies have special needs.
- Appreciate relationships; in school, community, friends, family, working together, playing and praying together.
- Know about rituals of emotions and how we can deal with them.
- Know about being safe. Such issues as appropriate and inappropriate touching may be discussed by class teachers if necessary and under direction of the Headteacher.
- Have an awareness of personal health and safety and hygiene issues.

At Key Stage 2 teachers will endeavour to help children to:

- Value themselves as children of God and their bodies as God's gift to them.
- Understand that they grow and change through life.
- Understand what is meant by relationships within families, friends and communities
- Develop an appreciation of what is involved in bringing up children and what responsibilities parents have.
- Become aware of different patterns of relationships.
- Know the rituals celebrated in Church related to birth, marriage, death, forgiveness, decision making: the sacraments of Baptism, Matrimony, sacrament of the sick, Confirmation and Holy Orders.
- Believe that God has a purpose in their lives and that they have a vocation
- Be aware of their changing emotions and the need to respect other peoples' emotions and feelings.
- Begin to about and understand the changes that come through puberty.
- Know and understand their own bodies and the need for personal hygiene.
- Know the basic biology of human reproduction.
- Appreciate that life is a precious gift from god.
- Become aware of the choices they make and that they are good choices and wrong choices.
- Recognise the importance of forgiveness in relationships and the allembicing forgiveness of God.

Cross-Curricular

At St. Patrick's Catholic Primary School all teachers recognise that the content of a sex and relationship curriculum, requires enormous sensitivity on the part of the adult in its delivery. The emphasis we place on positive relationships permeates all aspects of the curriculum and forms the basis of attitudes within our school.

The content of the sex and relationship education curriculum normally occurs within the framework of our Religious Education teaching, the PSHE framework, PSHE the National Curriculum and in line with our science programme. DfES guidance recommends that both boys and girls know about puberty and how a

baby is born as set out within the National Curriculum .

At Key Stage 1 pupils will learn:

- That animals including humans move, feed, grow, use their senses and reproduce young.
- To recognise and compare external parts of human bodies.
- That humans and animals can reproduce offspring and these grow into adults.
- To recognise similarities and differences between themselves and other and treat others with sensitivity.

At Key Stage 2 pupils will learn:

- That life processes common to humans and other animals include nutrition, growth and reproduction.
- About the main stages of the human life cycle.
- About how the choices they make can affect other people and along with choice comes responsibility.

Upper Key Stage 2:

Physical body changes

Changes in emotions

Human reproduction

Monitoring and Assessment:

Teachers at St. Patrick's' Catholic Primary school are encouraged to critically reflect on their work in delivering the sex and relationship education programme to engage children in consideration of the relationships in which they are involved. Implicit in good teaching is teachers' on-going assessment and evaluation of their own performance and delivery as well as how lessons have been received and understood by the children. We work within a climate of on-going monitoring and evaluation of the effectiveness of our work and this process will impact on the sex and relationship programme as with other curriculum areas. **Special Educational Needs:**

Due to the unique nature of this subject, special needs will be considered in terms of the child's relationship with others, him/herself and God. These relationships may be affected by circumstances such as bereavement, family difficulties, family breakdown, damaged friendships, arguments etc. Special needs may be qualified as long or short term but nonetheless should be acknowledged at the appropriate level. Due regard will always be given to the ethnic diversity of our school community so that all teaching is presented in a manner sensitive to our cultural diversity. Special needs may be assigned to a particular group, it may also be necessary to acknowledge and deal with the extra special needs of a sexually abused

child. Such a situation would always be dealt with in accordance with HCC guidance on child abuse.

Review:

This policy is the responsibility of the Governing Body and will be reviewed by them on a two-yearly cycle with specific reference to the Diocese for review.

Policy and Practice to support Headteachers in their Leadership of a Catholic School

July 9th 2010



- Governance
- Recruitment
- CES Contracts
- CES Policies – Grievance
Capability
Disciplinary



Governance

Foundation governors are appointed by the school's governing body (the school or other organisation named in the school's Instrument of Government). They may hold their offices in an ex officio capacity if they are the holder of an office specified in the instrument of government, for example a parish priest.

For Catholic schools under the trusteeship of the diocese, foundation governors are appointed by the bishop of the diocese.

Foundation governors have a legal duty to preserve and develop the Catholic character of the schools and to ensure that the school is conducted in accordance with its trust deed.

Governance

School Governance (Constitution) (England) Regulations 2007

Regulation 8 provides:

“foundation governor” means a person who is appointed as a governor otherwise than by the local education authority and who –

- *Is appointed for the purpose of securing the character of the school, including where the school has a particular religious character...such religious character, is preserved and developed, and*
- *Where the school has a foundation, is appointed for the purpose of securing that the school is conducted in accordance with the foundation's governing documents, including, where appropriate, any trust deed relating to the school.”*



Governance

For Catholic schools under the trusteeship of the diocese the Trusts under which Catholic schools are established contain within their objects a requirement to provide education for Catholic children.

To be eligible for appointment a person must not be disqualified by law from being a governor and will need to fulfil any criteria specified by the diocese, which will invariably require that they are a practising Catholic. This requirement would be considered essential in light of the legal duty to preserve and develop the Catholic character of the school and the vital leadership role they play within the Catholic community.



Governance

The governing body of one of your schools wishes to appoint a deputy headteacher who would not be your chosen candidate.

What action would you take to address this situation?

What policies should be in place to ensure effective recruitment?

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Recruitment

The Bishops' Memorandum refers to the employment of Catholic teachers as a high priority, whilst at the same time recognising the contribution of teachers of other Christian Churches, other faiths and other teachers. The Memorandum also requires that for the most senior roles i.e. the posts of Headteacher, Deputy Headteacher and Head or Co-ordinator of Religious Education the post must be filled by a baptised and practising Catholic. For other leadership posts that directly affect the Catholic Mission of the school they should, wherever possible, be staffed by skilled practitioners who are committed Catholics.



Recruitment

- Advertisement
- Job Description
- Person Specification
- Application Pack to include CES application form
- Safer Recruitment
- Short-listing
- Interviews

B
Eal

CES Contracts

- Why CES contracts?
- Who is the contract with?
- What is distinctive about the CES contract?



GES Contracts

Why is it important to maintain our Catholic distinctiveness?

Canon Law expects Catholic parents to provide their children with a Catholic education and the Catholic Church has established its schools to enable Catholic parents to fulfil their duty under Canon law, allowing Catholic parents to manifest their religion and beliefs in accordance with Article 9 European Convention on Human Rights.

CES Contracts

All those within the school community are required to uphold the values of the Catholic faith. For example, the CESEW produces model contracts for use within Catholic schools. Those contracts include a requirement for all staff to:

"...maintain the Catholic character of the school"

And for leadership posts to:

"...develop and maintain the Catholic character of the school"



CES Contracts

The contracts also state that employees are expected to be conscientious and loyal to the aims and objectives of the school having regard at all times to the Catholic character of the school, and not to do anything detrimental or prejudicial to the interest of the same.

The CESEW Model Disciplinary Procedure also defines as an example of misconduct in a Catholic school

conduct on the part of a teacher or worker which is incompatible with the precepts or with the upholding of the tenets of the Catholic Church.

B

Case Study

17 months ago one of the teaching staff who was divorced made the Headteacher aware that she was in a relationship with another member of staff. Her ex-husband contacted the school at the time and informed the Headteacher that they had been attempting a reconciliation and implied that her conduct was bringing the Catholic nature of the school into disrepute.

At the start of the new term the teacher informed the Headteacher that she was expecting a baby.



Considerations

- What is your Bishop's view?
- What is the Local Authority view?
- What is your view?

Act swiftly and reasonably and take a consistent line in your school



Unfair Dismissal Statistics from Winck North Sheppard

39,427 cases

- 25% withdrawn
- 42% ACAS settlement
- 7% struck out without hearing
- 3% dismissed by PHR
- 3% won by default
- 10% won at hearing
- 11% lost at hearing

Admissions Policies

The right of governing bodies of Catholic schools to control their own admission procedures is enshrined in the 1944 Education Act and 1998 School Standards and Framework Act. The School Admissions Code and the Equality Act 2010 continue to reinforce that right. Those protections are continued within the provisions contained in the new Equality Bill currently going through the parliamentary process.

Current legislation and the School Admissions Code of Practice provide for schools with a religious character to use faith based oversubscription criteria in order to give higher priority in admissions to children who are members of or who practice their faith or denomination.

Grievance Procedures

This Procedure applies to all workers, teaching and support staff. Workers' grievances can arise in many ways. They may be about terms and conditions of employment, relationships at work or the behaviour of others at the school or college towards them, working practices, health and safety, organisational change or equal opportunities. Some grievances are minor or straightforward while others may be difficult to resolve or concern fundamental issues related to statutory or contractual rights.



Grievance Procedures

- Informal Stage
 - Formal Stage - sent to the Headteacher or to the Chair of Governors
- Written notice sets out details of the grievance and what resolution is sought.
- Within 5 days, HT sends written report to a grievance committee of the governing body outlining steps taken so far.
- HT asks the other worker to provide within 10 days a response to the grievance notice, accompanied by any supporting documentation.
- Grievance committee arrange for a meeting to which 5 days after receipt of Headteacher's report. This should take place no later than 20 days after receipt of report.
- Proceedings must be clerical and governors must only sit in a panel.

Grievance Procedures

At the formal hearing

- Both parties may be accompanied by a representative
- The chair of the committee will invite the worker bringing the grievance to make their submission and invite cross-examination
- Additional documentary evidence may be considered
- Witnesses may be called
- Governors may ask questions
- An LA and/or diocesan rep should be present to advise the committee
- All parties then withdraw and the committee will consider the grievance and reach a decision



Grievance Procedures

At the formal hearing

- The clerk takes no part in the proceedings but will remain to offer procedural advice
- Is the committee require further questions to be asked the full meeting will be resumed
- The clerk will document the proceedings and will confirm the decision in writing to the worker who brought the grievance, the other worker, the Headteacher and the chair of the committee within 3 days of the conclusion of the meeting
- The clerk will indicate the right of appeal a procedure for exercising those rights in the letter



Grievance Procedures

Appeals

- Where the committee has not resolved the grievance to the satisfaction of the worker, there will be the right of appeal to the Appeals Committee of the Governing Body
 - Notice of appeal should be submitted within 10 days of receiving written confirmation of the decision
- Following the appeal, the appeal committee will recommend a decision to the governing body
- The appeal committee will also recommend a decision to the governing body
- The appeal committee will also recommend a decision to the governing body

Capability Procedures

Where evidence suggests that a teacher or Headteacher is unable to carry out the duties and responsibilities of his/her post to a professionally acceptable standard, through lack of capability, aptitude, skill or ability and not through any lack of willingness or effort on his/her part.



Capability Procedures – Informal Stage

- The Headteacher or other line manager will meet the teacher to outline concerns regarding capability
 - Performance is monitored and appropriate support and training is offered
- As a result of this the Headteacher may decide to confirm that the teacher is working at an appropriate level of capability, arrange counselling or arrange a period of observation and assessment with appropriate training and support



Capability Procedures

The purpose of any action is

- To identify and provide support to help a teacher to overcome difficulties
- To monitor performance, record progress and, if performance does not improve to a satisfactory level, to move forward into the formal stage of the procedure. Such a decision should only be made after advice from a diocesan or LA representative
- To consider whether there are underlying reasons for the difficulties (health, other personal reasons, workload, the work environment) and to take action where appropriate



Capability Procedures - Formal

Stage

Formal Interview – with at least 10 days notice. This allows the Headteacher to look at allegations about performance in the presence of a trade union representative or colleague.

There are four options at the formal interview:

1. Confirm that teacher is working at an appropriate level of capability

2. Counselling

3. An oral or first written warning – this results in an assessment period of up to 100 working days

4. A final written warning – this results in an assessment period not exceeding 4 weeks

Capability Procedures – Formal

Stage

- A decision should be made after all the facts and any representations from the teacher have been considered. This decision should be confirmed in writing.
- Any appeal against a warning must be made within five days and appeals should be heard within ten working days.

Capability Procedures - Formal

Stage

Where a formal warning is issued it should include:

- The result of the investigations;
- The main points discussed at the meeting;
- Confirmation of the decision;
- The stage reached in the formal procedure;
- The right of appeal to an appropriate committee of the governing body;
- Identification of the professional shortcomings;
- Give clear guidance on the improved standard of performance needed to end the Capability Procedure.

Procedure

Capability: Procedures - Formal

Stage

It should also:

- Negotiate the support that will be available, and how performance will be monitored over the following weeks.
- Depending on the level of warning issued, identify the timetable for improvement and agree a date for the next/final evaluation meeting and
- Make it clearly understood that failure to improve may lead to dismissal.

Governors should not be involved with a disciplinary procedure before the Staff Disciplinary stage. Exception where a Headteacher is involved.

Disciplinary Procedures

Disciplinary Procedures

Exist to deal with misconduct, wilfully deficient performance, refusal to follow instructions, negligence and other similar situations



- Informal Procedure
- Investigation – may involve suspension
- Disciplinary Hearing
- Sanctions – Warnings and Dismissals
- Appeals





Lucinda and Godfrey-Overview of each storybook in the programme

The Lucinda and Godfrey resource is a Sex and Relationships whole school scheme of work for KS1 and KS2. It is based on two characters, Lucinda and Godfrey, who begin nursery school together. The scheme follows the characters through their primary school years growing and changing with them.

The Lucinda and Godfrey Growing and Changing resource was devised in response to requests from primary school teachers attending a Healthy Schools training day and further developed by our experiences of working in primary and secondary schools.

The scheme has been designed to be age appropriate from Foundation through Key Stages 1 and 2, and reflects the parts of the National Curriculum for PSHE and Citizenship that relates to Sex and Relationship Education.

Book 1: Foundation - We are all different

This section comprises of four sessions covering the areas of how people are different, and then looking specifically at how boys and girls are different and exploring the fact that it's OK to be different, you can still be friends.

The story explains that Lucinda and Godfrey are friends; they play together and live next door to each other. They are about to begin an exciting journey through school. The children join them as they face the fun and the fears of starting school together. Everything doesn't always go to plan as Godfrey finds out when one day he has to leave Lucinda at home. The children see how Godfrey copes with his first real challenge in school.

Book 2: Year One – Exploring Friendship and Trust

This section comprises of four sessions exploring the areas of friendship and trust, the first of which is a circle time activity, introducing the strategy for the other three sessions.

The story explains that Lucinda and Godfrey are now in Year 1 with a lovely teacher who smiles and gives out stickers for a hard day's work. Lucinda and Godfrey are still the best of friends and play together all the time. Lucinda looks forward to coming to school every day but Godfrey isn't so sure, he has a secret and it's making him sad. Godfrey needs a friend to help him sort out his troubles, could Lucinda be that special friend? The children will find out...

Book 3: Year Two-Keeping Clean

This section comprises of four sessions covering personal hygiene. The first session is an activity to introduce the ground rules of circle time, allowing the remaining three sessions to be structured around the circle time model.

The story is all about convincing Lucinda to bathe each night. She'd refused to go in the bath and Mum was concerned. The smell monster story is about a monster who'd never heard of baths and had no friends persuades Lucinda she needs to take baths in future.

Book 4: Year Three – Feelings and Choice

This section comprises of four sessions covering the issue of personal safety and space, the first of which is a circle time activity, to re-introduce the ground rules and the strategy for the next three sessions.

The story is about the birthday party: Lucinda's tummy was all in knots because she knew she'd be expected to kiss relatives when they gave her gifts. As the story is told by Lucinda to her Mum, her Mum explains that you never have to be kissed or touched, as in accepting unwanted cuddles; if you say you don't like it people will understand.

Headteacher:	M. Ryan	Date:	September 2018
Chair of Governing Body:	G. Wilson	Date:	September 2019