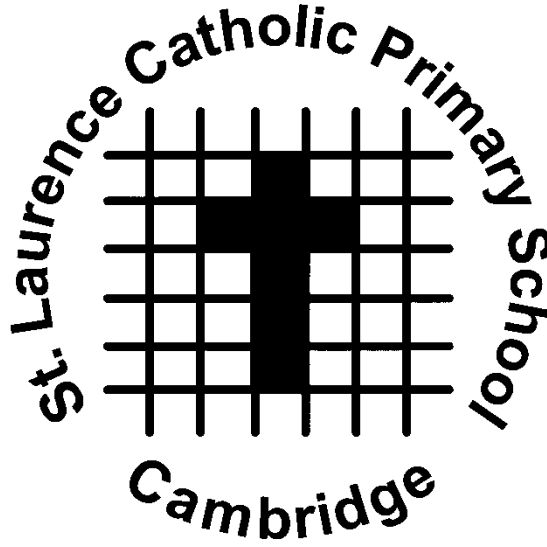


# ST LAURENCE CATHOLIC PRIMARY SCHOOL

## Sex and Relationships Education Policy



*Through God's grace, a community growing in knowledge and  
understanding*

Date Approved by Governing Body: April 2015

Review Date: April 2018

**Policy Statement:**

At St Laurence, we recognise the curriculum entitlement of all children to sex education. Sex and Relationship Education will be delivered in line with our Equal Opportunities Policy, within an atmosphere of trust and respect.

We aim to work in close co-operation with parents/carers to help children to prepare for the experiences and opportunities of adulthood. Effective Sex and Relationship Education (SRE) is essential if our children are to make responsible and well informed decisions about their lives.

Consistent with our Mission Statement, sex education at St Laurence is based upon the premise that all life is from God, we are created in God's image and called to love, as God is love. The Gospel values of trust, honesty, forgiveness and loving and caring for one another are part of our everyday life.

Pupil's personal, social, health and emotional development are promoted in our school by a supportive ethos, where all are valued and encouraged, where positive relationships are seen as important and there is a safe and secure learning atmosphere.

**Year 6:**

We ensure that parents/carers are fully informed of the SRE policy and curriculum content. They are able to view in advance any material used. Consent is obtained from parents/carers regarding their child's involvement. All parents/carers have the right to withdraw their child from those aspects of the SRE curriculum which are not part of the statutory National Curriculum.

Central to our vision of human sexuality are committed, faithful relationships.

**Aims:**

- Provide accurate knowledge about physical, mental and emotional development
- Affirm the equal rights of men and women with regard to their sexuality
- Raise children's awareness of the misuse of sex, enabling them to reflect on how they can protect themselves from exploitation or harm
- Learn the value of family life and the importance of stable loving relationships including marriage.
- Accept the differences between people
- Understand the importance of taking responsibility for one's own actions

**Content and delivery:**

At St Laurence, we aim to provide our children with an age appropriate SRE programme, which takes into account their physical and emotional maturity. This may be within RE, Science and PSHE. Particular aspects are covered in Year 6, including reproduction and menstruation.

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Aspects of SRE may be delivered through:

- Discrete SRE lessons
- Other curriculum areas
- Collective Worship and Assemblies
- Special events such as the Life Bus
- “The Journey of Love” scheme. A letter describing this scheme is sent to all parents each year.

**Dealing with difficult questions:**

Staff will aim to deal with questions as truthfully as possible. It may be, however, that some questions are too explicit or inappropriate. In this case, staff may talk to a child on an individual basis. Parents/carers will be informed.

If a child asks a question or offers information which causes a member staff to be concerned for their welfare, or makes a disclosure, then the school’s Safeguarding Children procedures must be followed.

**Monitoring and evaluation**

This SRE policy is monitored by the review processes of the Governors.

This policy will be reviewed every 3 years

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Review Date: April 2018

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**EQUALITY IMPACT ASSESSMENT for SCHOOL POLICIES**

		Yes / No	Comments
1.	Does the Policy/Guidance affect one group less or more favourably than another on the basis of:		
	• Age (for policies affecting staff)	N/A	
	• Disability	N	
	• Sex	N	
	• Gender reassignment	N	
	• Pregnancy/maternity	N	
	• Race (which includes colour, nationality and ethnic or national origins)	N	
	• Sexual orientation	N	(see notes below)
	• Religion or belief	N	
	• Marriage / civil partnership	N	(see notes below)
2.	Is there any evidence that some groups are affected differently?	Possibly	One policy aim is for children to 'learn the value of family life and the importance of stable loving relationships including marriage'. If not handled sensitively there could be the potential for children of unmarried and/or homosexual parents to feel less valued. However another policy aim is 'to accept differences between people' and the ethos of the school is that all pupils are welcomed and valued whatever their background.
3.	If we have identified potential discrimination are any exceptions reasonable, legal and justifiable?	Y	The Equality Act 2010 permits the teaching of the value of stable relationships (including marriage) in a Catholic school.
4.	Is the impact of the policy/guidance likely to be negative?	N	
5.	If so, can the impact be avoided?	N	
6.	What alternatives are there to achieving the policy/guidance without the impact?	N	
7.	Can we reduce the impact by taking different action?	N	

Equality Impact Assessment carried out by: \_\_MJ O'Sullivan

Date: \_\_21.6.12, updated April 2015

Date Approved by Governing Body: April 2015

Review Date: April 2018