



St. Peter's Catholic Academy Family Life Policy

OUR MISSION

St. Peter's Academy recognises that gospel values and the teachings of the church are central to the life of the school. The school aims to create an environment where children can develop physically, emotionally, socially and morally fostering co-operation and communication between home, school, parish and the local community. Together we hope to lead our children towards understanding, tolerance, justice and sensitivity to the needs of others.

INTRODUCTION

St Peter's Family Life Education Policy celebrates the mission of our Catholic Academy. We aim to assist the development of the whole child in an environment illuminated by faith

DISSEMINATION OF POLICY

Copies of this Policy will be available to each member of the Academy Committee, to the teaching and non-teaching staff and to the relevant support staff.

Copies will also be available to the parents or guardians on request.

AIMS

Through our Policy we aim to help pupils to:

- Appreciate the wonder of being made in the image and likeness of God.
- Develop attitudes of respect for themselves, their bodies and other people.
- Understand that sex education is not just concerned with biological facts but is based firmly in the context of loving relationships.
- Know how parts of their bodies work. Understand the cycle of birth, growth through puberty and marriage and family life as the proper context within which children are brought into the world.
- Grow in understanding of family as an important and special gift from God.
- Develop skills which will enable them to live in families and other social groups as a response to their commitment to Christ.
- Learn skills which will help them form friendships and relationships.

We also aim to protect children from ignorance and mis-information.

OBJECTIVES

Family Life Education is not treated as a discreet subject. It is covered through the National Curriculum science, the religious education and PSHE programmes and the contribution the school makes to the spiritual, moral, social and cultural development of pupils.

The Scheme highlights how and when science, religious education and PSHE make a specific contribution of Family Life Education.

The Scheme clearly states the areas of sex education to be taught at both Key Stages and aspects of sex education which will not be covered on the school programme.

Teaching and learning in this subject will be treated sensitively, bearing in mind the age and maturity of the pupil, the background from which they come and the teaching of the Church.

This will support the following School Policies:

- Equal Opportunities Policy
- Multicultural Policy
- School Discipline Policy
- Anti Bullying Policy
- Health and Safety Policy

LEGAL REQUIREMENTS

By law, every school MUST have a Family Life Education Policy.

RIGHT OF WITHDRAWAL

Parents have the legal right to withdraw their children from any element of Family Life Education where this is not contained in the National Curriculum. We would hope however, that parents would see the value of educating children in these matters within the context of the faith.

CHILD WITHDRAWAL PROCEDURE

Family Life Education at St Peter's is to be taught across the curriculum and it will not be possible to separate out all the Sex Education lessons. There will however, be occasional specific lessons when teachers or health professionals will be invited to address the children. Notification will always be sent to parents in advance of such lessons. If parents feel it necessary to withdraw children they should arrange to come to school and discuss their concerns with the Principal.

In the event of a child being withdrawn from a lesson that child must stay in school and will be assigned to another class until the sex education lesson is over.

ROLE OF PARENTS

We recognise that it is the privilege and responsibility of the family to inform and educate their children in all matters pertaining to human growth and development particularly in the area of sex education.

The primary role of parents is paramount to the successful implementation of any Family Life Policy. The Church community also has a privileged role on collaborating with parents in their educative task and as a school we see our role as supporting them.

The supporting role of the school will be exercised with sensitivity. The dignity, privacy and modesty of children will always be respected. Teachers will ensure that no pupil feels pressured to reveal or discuss private matters nor to be involved in a way in which they might feel distaste or embarrassment.

The links between home/school and parish are of fundamental importance. We see our Family Life programme as complementing the teaching and life of home and family. It is supportive and of special importance when the home environment is limited.

ROLE OF GOVERNORS

The Academy Committee recognises that the prime responsibility for Family Life Education must rest with the parents and any teaching in school will be in support of the parents.

The Academy Committee recognises the right of parents to withdraw their child from the sex education element of the programme of study only.

CONTENT

We are in agreement with the DfEE recommendations that all primary schools have a programme tailored to the age and the physical and emotional maturity of the children. It should ensure that both boys and girls know about puberty and how a baby is born (as set out in Key Stages 1 and 2 of the Science National Curriculum). In the early years, education about relationships should focus on friendship, bullying and the building of self-esteem according to the subject matter. Consideration should be given to appropriate teaching methods (ie one to one, small group, whole class).

All Family Life Education will be appropriate to the age, needs and experience of each child, using a sensitive approach which will recognise Special Needs, Gender and Culture issues.

Certain issues are considered inappropriate for our Catholic Academy and will **NOT** be included in the school programme:

Abortion, contraception, homosexuality, masturbation and sexually transmitted diseases.

Family Life Education has three main elements:

1. Attitudes and values
2. Personal and social skills
3. Knowledge and understanding

ORGANISATION OF FAMILY

Who will teach it?

The delivery of Family Life Education is considered the pastoral role of teachers supported by outside agencies or visitors and working in conjunction with parents as first teachers.

Equal Opportunities

In support of the Equal Opportunities Policy all pupils regardless of age, ability, sex or race will have the same opportunities to benefit from the Family Life Education resources and teaching methods.

Staff Development and Support

To help staff become confident and secure with their teaching in this sensitive area, appropriate support and training will be sought when accessible.

Methodology and Approach

There will be a whole school approach - from Nursery to Year 6. This subject will be taught in a cross curricular way, encompassing all of the elements within the National Curriculum as well as expanding more broadly into human relationships, human and physical development and reproduction.

Specific Classroom Arrangements

Family Life Education will be taught in mixed classes.

Teachers will answer children's direct question in an open and factual way. Teachers will not enter into discussions about personal issues and lifestyles.

Teaching Strategies

- **establishing 'ground rules' with the pupils, eg**
 - no one (teacher or pupils) will have to answer a personal question
 - no one will be forced to take part in a discussion
 - only correct names for body parts will be used, and explained factually

- **using ‘distancing’ techniques to depersonalise discussion, eg:**
 - role play, case studies videos

- **knowing how to deal with unexpected questions or comments, eg:**
 - by establishing clear parameters about what is appropriate for a whole class setting, and
 - by being prepared to discuss the matter later on an individual basis or to refer the pupils to an appropriate person

- **using group discussion and project learning eg;**
 - ‘circle time’, case studies and other structured activities
 - providing factual information in written form for pupils to keep for future reference

- **encouraging reflection eg:**
 - by asking what pupils have learned from the discussion and/or from the experience of others, the extent to which this has helped them, and what else on the working of the Policy will also be sought.

Pupils with Special Educational Needs and /or Disabilities

The school will:-

- Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and

At St. Peter’s we aim to build on the distinctive Catholic ethos and success of our school, through our commitment to the Every Child Matters’ framework.

“Every pupil with additional needs in this inclusive school has an entitlement to fulfil his/ her optimum potential.

This is achieved by ensuring the well being of all pupils in relation to; being healthy, staying safe, enjoying and achieving, making a positive contribution, and achieving social and economic well-being”

At St. Peter’s, we are committed to ensuring equality of opportunity for:

- Pupils with disabilities in relation to education and associated services
- Staff with disabilities in relation to employment rights, conditions and opportunities
- All parents and members of the local community with disabilities in relation to additional services offered by, or at our school.

We aim to enable all pupils including those with Additional Educational Needs, Special Educational Needs and/ or disabilities, ethnic minorities to have access to a broad and balanced curriculum by making reasonable adjustments to ensure that no pupil is placed at a substantial disadvantage. The school is committed to promoting equal opportunities for all pupils by making reasonable adjustments and removing barriers in all areas of school life.

Equal Opportunities

The school will ensure that it

- Promotes equalising opportunities ensuring that all children and staff can achieve and that these achievements are valued.

Gender

Care will be taken, wherever possible, not to exclude students or staff from activities because of their gender.

The school's gender policy will be made explicit to new members of the school and to parents of all students at the school.

Racial Equality

Racist remarks and behaviour will be challenged immediately, firmly and consistently.

All racist incidents will be dealt with immediately. All staff - including dinnertime supervisors - are aware of "Racist Incident" forms. We will endeavour to ensure that all children are aware of the forms, and how to access them.

DISCIPLINARY STEPS

- **Bullies will be warned officially to stop offending**
- **The parents/guardians of bullies will be informed of all incidents**
- **Bullies will be excluded from the school premises at lunchtime and isolated during breaktimes**
- **The school has the right to request that the bully be escorted to and from the premises**
- **Persistent bullying will result in a fixed term exclusion for 1 or 2 days**
- **If the bullying continues the exclusion period will be increased to 5 days or for an indefinite period**
- **Permanent Exclusion**

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