

Sex and Relationship Policy



2017/18



Aims Of Handsworth Primary School

“A School With Great Expectations”

At Handsworth primary School we aim to provide a safe, caring and stimulating environment, which offers opportunities:-

- For everyone within the school to reach their full potential and develop self-worth, self-confidence, the ability to take responsibility for their own individual actions and resilience.
- For everyone within the school to have a sense of wonder, an enthusiasm for learning and help children to develop as independent thinkers and learners with enquiring minds.
- To encourage and develop a respect and understanding for others.
- To develop all partnerships, small and large, from the individual parent to the wider community and beyond to support children's learning.
- To give children access to a broad and balanced creative curriculum to attain the highest possible standards in relation to prior attainment through assessment and learning.

Equal opportunities

At Handsworth Primary school we believe that every child is entitled to equal access to a broad and balanced engaging curriculum, regardless of race, gender, class or disability. We positively celebrate diversity and difference.

Inclusion

- We are committed to promoting a learning and teaching environment for all that embeds the values of inclusive educational practices.
- We aim, through a child centred approach, to ensure that education is accessible and relevant to all our learners, to respect each other and to celebrate diversity and difference.

This policy was formulated by the head teacher, governors, parent/carers and children with guidance from the LA.

OBJECTIVES OF SEX AND RELATIONSHIP EDUCATION (S.R.E)

- to support children as they grow through their physical, emotional and moral development
- to stay as healthy as possible
- have worthwhile and fulfilling relationships
- respect the differences between people
- develop independence and responsibility

This policy will help young people learn to respect themselves and others, and to move with confidence from childhood through adolescence in to adulthood.

S.R.E is enhanced by our supportive school ethos, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment, which is conducive to learning.

THE SCHOOL CURRICULUM

Opportunities exist throughout the curriculum for promoting S.R.E. Parents have the right to withdraw their children from S.R.E lessons that fall outside those aspects covered in the National Curriculum Science lessons. Parents will be notified where this is the case. Parents do not have to give their reasons for withdrawing children, but should be encouraged to discuss their concerns with the Head teacher or Subject Leader who may be able to allay these worries and point out the implications of removing children.

S.R.E is firmly rooted within the non-statutory framework for P.S.H.E and is not delivered in isolation. S.R.E is taught directly within “Healthy lifestyle” aspects of PSHE and Science topics in Years 2, 5 and 6 but is also taught discreetly to any year group. Our policy is to answer relevant questions, which may be generated by such events as Circle Time activities.

Within this framework we cover:

- attitudes and values
- emotional and social skills
- knowledge and understanding.

S.R.E is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of family life, stable and loving relationships, respect, love and care. It is not about the promotion of sexual orientation or sexual activity.

It has these main elements;

- feelings and responsibilities- attitudes and values
- rights and responsibilities- personal and social skills and emotional literacy
- choices - knowledge and understanding.

MONITORING AND EVALUATION

There will be on-going evaluation and monitoring of the programme for S.R.E. This will be carried out by the Head teacher, subject leader and link governor. Staff, parent/carers and children will be consulted on issues as appropriate.

ENCOURAGING REFLECTION

To facilitate children's learning in S.R.E we encourage thought and reflection by ensuring that:

- the purpose of each lesson is made clear
- appropriate learning experiences are planned to meet the needs of all pupils in the class
- learning experiences draw on pupils' own experiences or existing knowledge and provide a range of opportunities for pupils to learn, practise and demonstrate skills, attitudes and knowledge
- time is given for pupils to reflect and consolidate their learning
- pupils are encouraged to take responsibility for their own learning
- attention is given to developing a safe and secure classroom climate
- staff training needs are met

TEACHING AND LEARNING STRATEGIES AND RESOURCES

These vary according to year groups. S.R.E in Key Stage 1 is generally of an informal nature with relevant questions being answered in an honest way. Opportunities will be taken on such occasions as the birth of a new baby to discuss issues relating to family etc. Materials from the L.C.P PSHE Citizenship resource file Key Stage 1 will be used.

Formal teaching of S.R.E is undertaken in Key Stage 2, in Year 5 and reinforced in Year 6 within the context of the National Curriculum. A number of books and worksheets are available in school.

Staff training will be given in accordance with the School Development Plan. Subject Leader and Link governor will update their training as advised by the LA.

VISITORS

The school leads the S.R.E programme but outside visitors have a role, which is covered by the school protocol for involving outside visitors. The LA/School will have vetted any person in an official capacity.

Visitors will discuss beforehand their role and subject matter, which is then delivered under the jurisdiction of the Head teacher/ Class Teacher. The need for confidentiality will have been discussed and agreed upon.

Visitors may include such people as:

- School Nurse
- Community Agencies such as the School Liaison Officer

CONFIDENTIALITY/CHILD PROTECTION

There are guidelines for Staff on confidentiality and handling sensitive/controversial issues and supporting young people.

Teachers and other adults involved in S.R.E will sometimes hear disclosures that suggest a child may be at risk of abuse. Staff are aware of Handsworth Child Protection/Safeguarding Policy. A copy of this is available on the school website. Where an adult believes a child may be at risk the designated teacher must be consulted before any further action is taken.

SPECIAL EDUCATIONAL NEEDS (S.E.N)

With the assistance of the Inclusion manager, appropriate extra help will be provided to a child requiring SEN support.

POLICY LINKS

This policy should be read in conjunction with the Child Protection, Safeguarding and Science policies.

ASSESSMENT, RECORDING AND REPORTING

As with any learning process, assessment of pupils' personal, social and emotional development is important. It provides information, which indicates progress and achievement and informs the development of the programme.

Pupils have the opportunity to reflect on their own learning and personal experiences, to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on pupils' self-awareness and self-esteem. We do not assess pupils in all areas of the P.S.H.E and citizenship programme, however, opportunities for pupils to reflect on their progress is identified.

WORKING WITH PARENT/ CARERS

At Handsworth we seek to work in partnership with parent/carers to provide effective S.R.E. Parents /Carers need to know that the school S.R.E programme will complement and support their role as parent/carers. We are always willing to discuss any issues worrying individual parents and appointments can be arranged. Parents/carers will be informed about the teaching of S.R.E through the school website.

Date of next review: July 2019