

Harris Middle School

Sex and Relationship Policy

Introduction

Sex and Relationship education is the lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. (DfES, in SRE Guidance 2000). At the Harris we aim to give our pupils every opportunity to be part of this process.

Provision

Sex and Relationship education is a legal requirement and is taught in PSE lessons and in close co-operation with the Science department which delivers the biological aspects of sex education along with visits of the School Nurse in Year 5 and Year 7. The SRE lessons will follow after the science module is completed.

Learning about relationships is an essential aspect of development for all children and young people. We endeavour to provide opportunities to develop resilience, self-esteem, self-confidence and self-worth in our programme of study as well as develop an appropriate language that enables them to express feelings and emotions with confidence.

Resources

In Years 5 and 6 pupils receive their SRE lessons from their own form teacher wherever possible.

Pupils in Year 7 and 8 receive their provision from the PSE/SRE Co-ordinator.

Each pupil receives a 55 minute lesson on a two week cycle.

All teachers have access to a good range of suitable material and long, medium and short term plans.

Helpline information such as, 'Worried? Need to talk?' posters and booklets are available for pupils in Year 7 and 8. Learning how to access help is part of the programme.

Sensitive issues

Parents will be given information about what their children will learn at each stage and invited to discuss any issues.

All lessons have ground rules and teachers and pupils are made aware that teachers cannot offer or guarantee pupils' unconditional confidentiality.

Teachers must adhere to the whole school policy for Safeguarding children where there are concerns.

Styles of teaching and learning

Effective learning and teaching relies on opportunities for all children and young people to experience active and collaborative learning which includes talking, listening and thinking with a range of different people.

We aim to provide active learning experiences for all our pupils and the Learning Support Assistants are able to give invaluable assistance to those in need of extra help.

Role of parents/carers

Parents/carers will be consulted on SRE provision through parents' evenings, questionnaires concerning provision, parents/carers joining school staff, school counsellor, school nurse and school governor in looking at current provision and possible changes, including ICT additions.

Pupil involvement

The school council will be consulted, as the voice of the pupils, to consider pupil input into the SRE curriculum.

SRE: Health and Relationships

Year 5

- Puberty
- Hygiene needs
- Feelings
- Human life-cycle
- Supporting others

Year 6

- Physical changes
- Emotional changes
- Coping with emotions
- Appropriate behaviour

Year 7

- Me and my body
- Relationships
- Girlfriends and Boyfriends
- Risky behaviour

Year 8

- Changing relationships
- Changes and challenges
- Sex or friendship?
- Getting the message right

Using visitors effectively in schools: A checklist

What is available?

Find out what local support is available. Has the organisation been 'quality assured' by the LEA, DAT, TP Co-ordinator, Health schools (including PCT's).

How can the visitor adds value?

The school aims and objectives for including a visitor should be embedded within their 'guidance and support' programme and planned PSHE citizenship framework. There should be clear parameters set out in school policies ie. Drugs education, drugs incident, SRE, child protection ... Visitor aims and values should complement these.

Negotiating a contract

If a school decides they would like to use a visitor they need to negotiate a contract to clarify and agree:

- The local needs of the school and community
- How their input will fit into the planned curriculum/framework for PSHE and citizenship (ie long and medium term plans)
- Issues around sensitivity, confidentiality, child protection
- What are the values and objectives of the school visitor
- What skills and approaches will the visitor have or be using in working with young people
- What type of audience, how will they meet the needs of all children in terms of their age, gender, ethnicity and religious beliefs
- What size groups will be involved, how many sessions are needed
- Type of venue required by visitor, e.g. assembly hall, classroom, workshop
- Teachers' role (no visitor must be left unsupervised with children in curriculum time). Will the teacher observe, participate, support?
- Information/activities required prior to visit and follow up work to be done afterwards
- Timetabling arrangements, resources required
- Procedure if support is required, if anything goes wrong (behaviour/technical)
- How will the event be monitored and evaluated including feedback to/from the visitor
- If there is a charge involved

Written confirmation of what has been agreed with copies of relevant policies should be forwarded to the visitor prior to agreed date of visit.

Visitors offering counselling/support to pupils should be vetted, work within the school policies and follow the Child Protection Act 1999.

The school needs to consider seriously the use of such visitors on individual counselling including how it links to the school's guidance and support system and how parents are to be informed.