

# Goldfield Infants' and Nursery School



## Sex and Relationship Policy

<b>Committee</b>	<b>Learning Matters</b>
<b>Next Review</b>	<b>November 2017</b>
<b>Duration</b>	<b>3 years</b>
<b>Approved FGB</b>	<b>December 2014</b>

### **Aims of our SRE policy**

To provide a stimulating and supportive learning environment in which pupils can develop their feelings of self-worth and confidence especially in relationship to others. This will include developing the following skills: valuing themselves as unique individuals, keeping themselves and others healthy and safe, communication, decision making and assertiveness, knowing how and where to gain information and support and participating in society.

There are three main elements to our SRE programme:

- Gaining knowledge and understanding
- Developing positive attitudes and values
- Extending personal and social skills.

### **Partnership with parents/carers**

Most of a pupil's informal sex and relationships education occurs within the family and the school's programme will complement and build on this in co-operation with homes.

### **Involvement in Hertfordshire Healthy School (HHS) Programme**

We have an accredited National Healthy School Standard.

### **Moral and values framework**

In our School we focus on teaching SRE in the context of relationships using a variety of formal and informal opportunities and strategies.

We use a broad PSHE framework involving Hertfordshire Programme of Study, SEAL and the 3Es Framework. These all contribute to the five outcomes of Every Child Matters

### **Inclusion statement**

In Goldfield school we have a commitment to ensure that our programme is relevant to all pupils and is taught in a way that is age and stage appropriate.

### **Links with other policies**

For specific details about possible related issues e.g. Inclusion, Confidentiality, Child Protection, Bullying reference needs to be made to our relevant school policy.

### **Staff training**

All teachers and other staff members who are required to teach SRE will have relevant training and resources.

### **Organisation of SRE**

SRE is not delivered in isolation but is embedded in all curriculum areas. It is taught mainly in PSHE & C lessons and is part of our National Curriculum Science programme. Lessons on relationships occur also in English and RE. Through planned lessons in the curriculum as well as through wider school activities such as assemblies, visitors and outside clubs children are able to develop their ideas, knowledge and skills gradually and appropriately. Two assemblies a week are devoted to SEAL and the 3Es.

Teachers have the main responsibility for teaching about SRE in the classroom and they plan and liaise with other specialists to ensure our pupils receive an up to date and balanced programme.

### **Teaching strategies**

As much as possible we provide an interactive learning environment which is motivating and allows pupils to practise skills as well as to gain information and knowledge. We also allow time for reflection.

### **Confidentiality and child protection**

All staff members and external visitors, who work with our pupils, will be given a copy of this policy and our School's Child Protection Policy. Our School Nurse is guided by the Fraser Guidelines, which provide guidance for health professionals and details of these are provided in the DfEE document Sex and Relations Education (2000). The Headteacher or Child Protection Officer will have a discussion with any health professional or other adult before they start to work with our children. This is to ensure they are familiar with our policy and expectations regarding correct practice and how to respond to issues, including those that may relate to Child Protection matters.

We make clear to pupils what our procedures are with regard to confidentiality.

Similarly if questions are asked in class or in assembly adults will follow agreed practice based on DfEE Guidance 2000.

### **Monitoring and Evaluation of SRE**

Our Science and PSHE Co-ordinators will monitor teaching and learning according to our school's policy. Teaching staff evaluates the PSHE units of work in their half term reviews. Implementation will be monitored by the Headteacher and PSHE Co-ordinator and reported on to the Governing body.