



Hanwell Fields Community School

The best in everyone™

Part of United Learning

Hanwell Fields Community School

Sex & Relationships Education Policy

Review date: September 2015

Context/Introduction

“All schools must have an up to date SRE policy which is made available for inspection and to parents. The policy must:

- Define sex and relationship education;
- Describe how sex and relationship education is provided and who is responsible for providing it;
- Say how sex and relationship education is monitored and evaluated;
- Include information about parents' right to withdrawal; and
- Be reviewed regularly”

Sex and Relationship Education Guidance (DfEE 0116/2000)

Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health. Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age.

Moral and Values Framework

Sex and relationship education will reflect the values of the PSHE and Citizenship programme. **SRE will be taught in the context of relationships.**

In addition SRE will promote self esteem and emotional health and well being and help them form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

Aims and Objectives for Sex and Relationship Education

The aim of SRE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour.

This should take place with consideration of the qualities of relationships within families.

The objectives of Sex and Relationship Education are;

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self esteem and confidence, especially in their relationships with others;
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others;

- To help gain access to information and support
- To develop skills for a healthier safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood

The teaching programme for Sex and Relationship Education Legal requirements

All schools must teach the following as part of the National Curriculum Science Orders: **parents do not have the right to withdraw their child/children.**

National Curriculum Science

Key Stage 1

1. *b) Animals including humans, move, feed, grow, and use their senses and reproduce.*
2. *a) Recognise and compare the main external parts of the bodies of humans and reproduce.
c) Humans and animals can reproduce offspring and these grow into adults.*
3. *a) To recognise similarities and differences between themselves and others and treat others with sensitivity.*

Key Stage 2

1. *a) That the life processes common to humans and other animals include nutrition, growth and reproduction.*
2. *b) About the main stages of the human life cycle.*

Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children.

It is our intention all children have the opportunity to experience a programme of at a level which is appropriate for their age and physical development with differentiated provision if required.

Such a programme can successfully follow the outline given below;

Foundation

Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

Key Stage 1

Through work in science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and Citizenship children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

Key Stage 2

In science children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby on years 5 & 6. Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In RE and Citizenship, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

Sex and relationship education should focus on the development of skills and attitudes not just the acquisition of knowledge.

This content has been agreed in consultation with governors, parents and teaching staff.

The organisation of Sex and Relationship Education

Stephanie Rowett (FCI) is the designated teacher with responsibility for coordinating sex and relationship education.

Sex and relationship education is delivered through science, RE, PSHE, Citizenship, literacy activities and circle time. Sex and relationship education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as the school nurse.

A range of teaching methods which involve children's full participation are used to teach sex and relationship education. These include use of media, discussion, looking at case studies, drama and role play.

Sex and relationship education is usually delivered in mixed gender groups however, there may be occasions where single gender groups are more appropriate and relevant.

(Sex and relationship education is monitored and evaluated by the Head Teacher as part of the school's development plan. As a result of this process changes will be made to the sex and relationship education programmes as appropriate)

Specific Issues:

Parental consultation

The school includes information on sex and relationship education in the school prospectus and full details are available on request.

The school informs parents when aspects of the sex and relationship programme are taught and provides opportunities for parents to view the resources being used.

Parents have the right to withdraw their children from those aspects of sex and relationship education, not included in the National Curriculum Science Orders, alternative work would be set. However this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education.

Child Protection / Confidentiality

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the Head Teacher /Designated Child Protection person in line with the procedures for child protection.

A member of staff cannot promise confidentiality if concerns exist.

Links with other policies

This policy is linked with the following policies:

PSHE & Citizenship
Equal Opportunities
Child Protection
Confidentiality
Behaviour
Anti Bullying

Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique. Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

Use of visitors

"Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator's and teacher's responsibility to plan the curriculum and lessons." Sex and Relationship Guidance DfEE 0116/2000 P 29 6.11

When appropriate, visitors such as the school nurse may be involved in the delivery of sex and relationship education, particularly in Key Stage 2.

Children with special needs

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

Monitoring and Evaluation

Monitoring is the responsibility of the head teacher, named governor and teacher with responsibility for sex and relationship education.

The school will assess the effectiveness of the aims, content and methods in promoting pupils' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents. The effectiveness of the programme will be evaluated by assessing children's learning and implementing change if required.

This policy document is placed on the website following approval by the full governing body.
Any change will be reflected in the school prospectus.
SRE issues will be included in the induction programme for all new members of staff.

This policy will be reviewed by Head Teacher and Governors Sept 2015

Adopted by Governors

Signed by Chair of Governors

Date.....



Hanwell Fields Community School Charging and Remissions Policy

RATIONALE

HFCS believes that all our pupils should have an equal opportunity to benefit from school activities and visits (curricular and extra-curricular) independent of their parents' financial means.

AIMS

This charging/remissions policy describes how we will do our best to ensure a good range of visits and activities are offered and, at the same time, try to minimise the financial barriers which may prevent some pupils taking full advantage of the opportunities

PROCEDURES

In respect of the activities listed below in the categories outlined, charging will take the form identified:

School visits

When an activity incurs a cost, voluntary contributions are sought from parents. If the activity takes place within school hours no pupil may be excluded because his/her parents have not contributed. Letters to parents seeking voluntary contributions should use an agreed format which makes clear that assistance is available for those who need it and that the visit is dependent upon receipt of sufficient contributions. Where the level of non-payment renders a trip financially unviable consideration will be given to cancellation

School visits where pupils are representing the school in sporting, music and other cultural activities

The costs of these activities will be met by the school where possible.

Residential visits

Where at least half of the time away from home is not normal school time, the trip can be classified as optional. Any charge in respect of an optional extra requires parental agreement and willingness to meet the charges. Parents should be made aware that the activity might be cancelled if insufficient contributions are received. If the visit is deemed to have taken place during the school day, or is part of the national curriculum or is preparation for a public examination then only the cost of board and lodging can be passed onto parents and this cannot exceed the actual cost.

Enrichment activities e.g. foreign exchange visits, cultural visits, etc.

Visits that take place beyond the school day or as part of an extra-curricular activity can be charged and parents are expected to meet the full cost of the trip. The full rate will be charged for these activities and must include entrance charges (ticket costs) and transport.



If a pupil is withdrawn from a trip then a refund will only be given if the cost of the trip has not yet been ordered/ paid for by the school.

Any monies outstanding from a previous non-payment may mean that the pupil is excluded from future activities until outstanding payments are made.

Optional extra visits – Visits that take place beyond the school day or as part of an extracurricular activity can be charged and parents are expected to meet the full cost of the trip.

Lesson materials

The vast majority of resources required for lessons are provided by the school. On occasion parents may be asked to contribute towards the costs of materials required to make an item that a pupil will bring home. Financial assistance for this is available to pupils where applicable.

Revision Guides or additional study support materials

Revision guides are sold by some departments to pupils at cost.

Music lessons

The school has a policy in place to support the cost of music tuition provided by the Local Education Authority's Music Peripatetic Service. A letter detailing the annual charge is issued to parents in the Autumn term and then payment is expected on a 4 weekly basis for individual and group instrumental music tuition unless it is in preparation for examinations, as prescribed by the school, in which case tuition is paid for by the school for on instrument only. The academy will cover the cost of instrument hire so students can practice at home in preparation for their weekly lessons. Tuition will be provided free of charge where it is considered to be an essential part of either the National Curriculum or a public examination syllabus.

Breakages

The financial cost relating to breakages/damage/fines are recoverable from parents. A charge will also apply for loss or damage to school property which is placed under the responsibility of the pupil and may be taken off the premises

Public examinations

No charge shall be made in respect of the entry of a registered pupil at the school. Charges are applied for the entry of a pupil for an examination for which he/she has not been prepared by the school. Entry for resit examinations is also subject to charge. Where a pupil has paid for an examination re-mark and the new grade exceeds the original, then a refund is made for the fee.

School Catering

The school has its own catering facilities. All school dinners for KS2 and Ladybirds need to be paid for through the school office.

KS1 will receive universal free school meals.



Bridges Wrap Around Care inc. Holiday Scheme:

Parents will be invoiced in advance for the children's wrap around care. If payment is delayed then the School has the right to remove the placement.

School Planners / Diaries

All KS2 pupils are provided with a school planner and diary at the beginning of the Academic Year.

If replacements are required then they are charged to the pupil at cost.

Families qualifying for remission or help with charges related to school trips, cost of uniform and equipment:

Parents who find themselves in financial difficulties and who are in receipt of income support, income based job seekers allowance, receive support under part VI of the Immigration and Asylum Act 1999, or are in receipt of child tax credit provided that working tax credit is not also received and that the family's income does not exceed £16,190 (Financial Year 2013/14); may apply to the school for financial support. Reference to the free school meals list is made and proof (e.g. DSS letter) is required to validate claims. Under the pupil premium support. Please see policy.

Facilities used by private individuals

Under no circumstances will lettings be subsidised from resources provided for pupils' education. Facilities will only be let where they are not needed for purposes of education during that time. The charge is negotiated between the school and the prospective tenant.

The Head teacher and the Site team is made aware of the letting, the latter being responsible for the provision of fixed facilities (washrooms etc), health and safety and cleanliness.

All hirers will need to demonstrate that they have adequate insurance to compensate the school for any damage they cause and a copy of the insurance certificate should be obtained and retained during the let. Where there is a doubt the school can consult its' insurer.

Consideration is given to charging where a third party tenant makes use of school facilities, at whatever hour, that belong to the Academy. Examples of these might include projectors, IWB, ovens etc.

All charges for income of any nature must be made through the Finance Office. Likewise, all monies received for such income must be paid to the Finance Office (Daphne Lock)