



COLMERS FARM PRIMARY SCHOOL

HEALTHY RELATIONSHIP EDUCATION POLICY

**SUMMER 2017
REVIEW SUMMER 2018**

Policy adopted by FGB:

Signed Chair of Governors

Date

Context/Introduction

- “All schools must have an up to date HRE 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; 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 (in age appropriate ways) 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

Healthy Relationship Education (HRE) will reflect the values of the PSHE and Citizenship programme. HRE will be taught in the context of relationships. In addition HRE 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 Healthy Relationship Education

The aim of HRE 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 Healthy 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 HRE programme of study will reflect the school philosophy and ethos and provide a clear guidance for parents, staff and governors.

The teaching programme for Healthy Relationship Education

The programme of study for HRE will be covered through various aspects of the PSHE and Science schemes of work. The current PSHE scheme gives a detailed breakdown of what aspects will be covered in each year from Reception to year six. Year six will have the opportunity to discuss matters both as a single sex and mixed gender groups.

The school nurse will be invited to school to speak to pupils if required, although teachers will principally be responsible for the delivery of lessons. Staff and governors will be made aware of any relevant training as appropriate

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

- b) that animals including humans, move, feed, grow, and use their senses and reproduce.
- 2. a) to recognise and compare the main external parts of the bodies of humans and reproduce.
f) that humans and animals can reproduce offspring and these grow into adults.
- 3. a) to recognise similarities and differences between themselves and others and and treat others with sensitivity.
- 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 f sre 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.

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

The organisation of Healthy Relationship Education

Healthy relationship education is delivered through science, RE, PSHE, Citizenship, literacy activities and circle time. Healthy 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 Healthy relationship education. These include use of video, discussion, looking at case studies, drama and role play.

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

Resources to teach sex and relationship education include fiction, reference books, leaflets and extracts from videos.

Healthy relationship education is monitored and evaluated by the Senior Leadership Team. As a result of this process changes will be made to the Healthy relationship education programmes as appropriate.

Methods of teaching

All staff will be made aware of suggested teaching strategies in the 'Excellence in Schools' guidance booklet. These include -

- ✓ Establishing ground rules with their pupils
- ✓ Using 'distancing' techniques
- ✓ Knowing how to deal with unexpected questions or comments from the pupils, for example, if a child asks a difficult question during the whole class session, staff will use the question box approach and children's questions will be answered according to their level of maturity and understanding with support from parents.
- ✓ Using discussion and appropriate materials.
- ✓ Encouraging reflection.

Pupils will be informed that 100% confidentiality cannot be assured.

For suspected child protection concerns the school will follow the LA policy and procedures. Concerning the use of outside visitors the school will follow LA guidelines and will contact the HES /LA team if in doubt about the suitability of any programmes.

Specific Issues

- Parental consultation

The school includes information on healthy relationship education in the school prospectus and full details are available on request. Parents will have the opportunity to discuss the policy document, schemes of work, teaching and learning strategies and resources. Any specific questions may be discussed with the head teacher or PSHE curriculum leader.

Parents have the right to withdraw their children from those aspects of healthy relationship education that do not form part of the National Curriculum; alternative work would be set.

- Equal Opportunities

We are an inclusive school and the HRE policy and scheme will reflect the ethos of the school by providing a secure non-judgemental environment in which to learn. All children will be treated equally regardless of gender, race, disability and social background.

- Child Protection / Confidentiality

Teachers need to be aware that effective healthy 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 LEA 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. 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.

- 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 healthy relationship education.

Monitoring and Evaluation

Monitoring is the responsibility of the head teacher, governors and teacher with responsibility for healthy relationship education.

The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents.

The effectiveness of the HRE programme will be evaluated by assessing children's learning and implementing change if required.

Any change will be reflected in the school prospectus.

HRE issues will be included in the induction programme for all new members of staff.