



Healthy Relationships Education Policy

This policy was developed in response to Sex and Relationship Education Guidance DfES 2000, the National Teenage Pregnancy Strategy and National Healthy Schools Programme.

What Is Healthy Relationships Education (HRE)?

HRE is lifelong learning about emotional, social, physical, sexual and moral development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. It should equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their health and well-being.

Rationale

Every child has the right to reliable information that they can understand (UNICEF Article 17). Governments must protect children from sexual abuse and exploitation (UNICEF Article 34).

At Esh Winning Primary School, we believe that Healthy Relationship Education should be sensitively delivered at an age appropriate level. We believe the parents are the primary educators of HRE and we aim to work in partnership.

In addition, Esh Winning Primary School believes that HRE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all pupils in our care.
- Encourage every pupil to contribute to the school community that aims to support each individual as they grow and learn.
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of diversity.
- Encourage pupils and staff to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment.
- Recognise that parents and carers are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents/carers and pupils, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals.

Aims

The aim of HRE is to provide balanced factual information about physical and emotional changes, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our HRE programme aims to prepare pupils for an adult life in which they can:

- Have an understanding of rights and a respect for rights
- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- Have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- Understand the consequences of their actions and behave responsibly within personal relationships.
- Avoid being pressured into uncomfortable or dangerous situations.
- Communicate effectively by developing the appropriate language for sex and relationship issues.
- Develop awareness of their sexuality, challenge sexism and prejudice, and promote equality and diversity.
- Have sufficient information and skills to protect themselves in a variety of situations.
- Know how to keep themselves safe on the internet and when using social media.
- Be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.
- Understand the changes that will happen as they go through puberty.
- Know age appropriate facts about sex and reproduction.
- Be able to distinguish between fact and fiction.

HRE Curriculum and Organisation

Sex and Relationship Education in this school has three main elements:

Personal and Social Skills

- Managing emotions within relationships confidently and sensitively.
- Developing positive self-esteem and confidence.
- Developing and demonstrating self-respect and empathy for others.
- Developing an understanding of rights and respect for rights
- Making informed choices with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Empowering pupils with the skills to be able to recognise inappropriate/ uncomfortable situations and/or behaviours with their peers and adults.

Attitudes and Values

- Learning the importance of values, individual conscience and moral choices.
- Valuing family life, stable and loving relationships, and marriage.
- Learning about the nurture of children.
- Demonstrating the values of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing skills including negotiation and decision making.
- Challenging myths, misconceptions and false assumptions.

Knowledge and Understanding

- Learning and understanding about physical and emotional development at appropriate stages.
- Learning about reproduction, human sexuality, personal health, emotions and relationships.

- Learning about where to go for help or advice in school and how to access a range of local and national support agencies.

At Esh Winning Primary School, we deliver Healthy Relationship Education through our Personal, Social, Health Education Programme (PSHE), Religious Education (RE) and Science lessons at Foundation Stage, Key Stage 1 and Key Stage 2. Many aspects of relationships education are also delivered through assemblies and informally during class discussions. Relationships education is underpinned by our work on UNICEF Rights Respecting Charter.

Teachers generally deliver the PSHE curriculum with support from professionals where appropriate. School staff are usually the best people to work with the pupils on many of the HRE topics as they are aware of each pupil's individual circumstances. HRE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also taught as part of National Curriculum Science and SRE. The PSHE Programme and Science National Curriculum are taught in every year.

IN PSHE we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and how these work and we explain to them how bodies develop during puberty.

In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce. We also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other.

In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

In Years 5 and 6 we place particular emphasis on health education, as many children experience puberty at this age. We liaise with the local Health Authority about suitable teaching materials to use with our children in these lessons. We work very closely with the school nurse in providing these lessons. Parents are informed by letter before these lessons commence.

- Any HRE lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.
- The correct medical names will be used when naming body parts.
- When pupils ask questions, we aim to answer them honestly at an age appropriate level and within the ground rules established at the start of the sessions. If it is felt that answering a specific question would involve information at a level inappropriate to the age and development of the rest of the pupils, the question will be dealt with individually at another time or discussed with parents.
- More expert or specialist teachers may support staff that are uncomfortable with teaching certain aspects of the HRE curriculum. Support and professional development will be provided for these staff, so that they can develop their confidence in delivering the whole of the HRE programme.
- Assessment is carried out at appropriate times and involves teacher, pupil and peer assessment of knowledge and understanding, skills, and attitudes.

The Role of Parents

The school is well aware that the primary role in children's HRE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents about the school's HRE policy and practice
- Answer any questions that parents may have about the HRE of their child
- Take seriously any issues that parents raise with teachers or governors about this policy or the arrangements for HRE in the school.

Inclusion

Ethnic, Cultural and Religious Groups

We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents /carers to discuss any concerns with the Headteacher.

Pupils with Special Needs

We will ensure that all pupils receive Healthy Relationship Education, and we will offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary.

Educate and Celebrate

Increasing visibility around Sexual Orientation and Gender Identity changes and saves lives. Our approach is preventative, proactive and accessible to all. We believe every conversation is important to move forward with breaking down the barriers to LGBT+Inclusion.

Educate & Celebrate is an Ofsted and DFE recognised Best Practice Award Programme that gives staff, students, parents and governors the confidence and strategies to implement an LGBT+Inclusive curriculum to successfully eradicate homophobia, biphobia and transphobia.

Focusing on 5 core areas, the best practice award programme invites teachers, students, parents and governors to participate in creating a positive whole school approach through training, policy, curriculum, community and environment.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Pupils, whatever their developing sexuality, need to feel that Healthy Relationships education is relevant to them.

Right of Withdrawal of Pupils from Healthy Relationships Education

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the Healthy Relationships Education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative arrangements in such cases. Parents are encouraged to discuss their concerns and / or decisions with the Headteacher at the earliest opportunity. Parents are welcome to review any HRE resources the school uses.

Confidentiality and Safeguarding

It should be made clear to pupils that all adults in school cannot guarantee absolute confidentiality. This should be made clear when forming the class Ground Rules.

Teachers conduct HRE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child

indicates that they may have been a victim of abuse. In these circumstances the teacher will inform the Designated Person for Child Protection who will deal with the incident following the guidelines stated in the Child Protection policy.

Health professionals in school are bound by their codes of conduct but have a duty to share information with relevant others, if they believe that a child is suffering abuse.

These procedures should be read in conjunction with the Durham LSCB protection procedures ([link](#)) with special reference to Sections 3 'Referral and Investigation' and Section 6.13 'Sexually Active Children under 18' – 'Young People under the age of 13'

Monitoring and Evaluation of Healthy Relationship Education

It is the responsibility of the Headteacher/ Leadership Team to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHE programme will be treated as a subject and will be involved in a yearly monitoring and evaluation.

The Headteacher liaises with external agencies regarding the HRE programme. The Headteacher also ensures that all adults who work with children on these issues are aware of the school policy and that they work within this framework.

The Governing body is responsible for overseeing, reviewing and organising the revision of the Healthy Relationships Education policy and curriculum.

Ofsted is required to evaluate and report on personal, spiritual, moral, social and cultural development of pupils. This includes evaluating and commenting on the school's healthy relationship education policy, curriculum and on support and staff development, CPD and delivery.