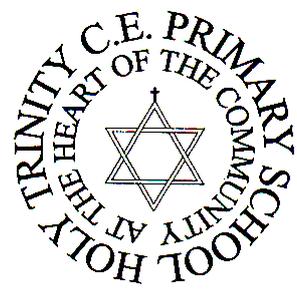


Holy Trinity CE Primary School Health and Relationship Policy



What is HRE?

Health and Relationships Education aims to give children and young people:

- self esteem
- skills for successful relationships
- emotional literacy
- the ability to make informed choices and minimise risk
- the ability to keep themselves and other people safe
- the opportunity to explore their own attitudes, values and beliefs and develop an individual moral code that will guide their actions.
- a discerning eye for the messages they receive from the media
- the ability to access help and support
- a positive attitude towards their body and sexuality

Effective HRE is embedded in the school curriculum and ethos.

Aims and Objectives of the HRE Policy

Role and nature of health and relationships education:

HRE aims to equip all pupils with accurate, unbiased knowledge about physical change and relationships and give pupils the opportunity to acquire life skills that will help pupils make good use of this knowledge. It will also give pupils opportunities to explore and respect their own and others' opinions, attitudes and values to help pupils develop their own, individual moral framework. For the pupils that pass through our school we felt the following aims for HRE were particularly important:

- Pupils with better relationship skills
- Pupils prepared for the changes of puberty and have a good knowledge of their own bodies.
- Pupils whose parents wish them to learn about the “mechanics” of sex have an opportunity to do so, separate from their peers and in same sex groups.
- Pupils with an understanding of prejudice and its negative effects
- Pupils that are capable of seeking help and advice when they need to
- Pupils able to express how they feel
- Pupils that are aware of and have challenged the messages they receive from the media
- Pupils that are aware of the right they have over their own body
- Pupils able to make positive informed choices (that reduce risk)

The HRE programme ensures that pupils will revisit topics so they build upon their existing knowledge and skills throughout the school. It is aimed that HRE is taught through active learning activities as often as possible. Wherever possible, parental involvement in HRE is to be encouraged.

The aim of the policy.

The aim of this policy is to provide a working document that gives clear framework within which staff will feel secure to work in.

Moral and Values framework

Our school believes that HRE should be delivered within the following moral framework. Our programme promotes:

- self respect and respect for others
- respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality.
- taking account of other people's feelings.
- mutual support and co-operation.
- accepting the responsibility for the consequences of our own actions.
- the right of people to hold their own views within a framework of respect for others.
- not imposing our views on other people.
- the right not to be abused by other people or taken advantage of.
- the right to accurate information about health and relationship issues

All of the above is in line with and subject to the requirements of the schools Equality Scheme.

Content/Learning Objectives of the HRE programme

In Key Stage 2 the main focus is on preparing pupils for puberty and the emotions involved in such a major change.

Throughout the programme, pupils 'practice' life skills such as assertiveness, self awareness, decision making and consider all aspects of relationships and what affects them and also provides many opportunities for pupils to explore their own and others' attitudes, values and opinions on a variety of issues.

How the content has been decided.

The content was decided in consultation with parents, governors, staff and pupils. It has been decided that, as a school, **we will not** cover the "mechanics" of sex for whole classes and will instead focus on puberty, health issues and on equipping children to cope with social and emotional pressures. We recognise that some parents find it hard to talk about sexual issues with their children and would like school to take on this role. In this case, and with written consent, children will be taught about the "mechanics" of sex in small same sex groups.

The teaching methods.

Ground rules will be developed during HRE lessons based on respect. The only additional considerations specific to HRE ground rules (as opposed to basic class rules) will be a need to prevent personal questions and the need to explain to children that if a teacher suspects that they or anyone else is at risk from harm, then they will need to tell another adult.

Active learning techniques such as circle time, role play, games, prioritising exercises, paired and group discussion, interviewing and presentations, are

used in the teaching of HRE as much as possible. Pupils will also be given many opportunities to reflect on what they have learnt in HRE lessons.

As far as possible, to prevent stigmatisation of any group of people or any life choices, the pro-choice approach to PSHE and HRE is adopted. This means that every issue is presented in terms of, 'some people ...and others ...let's explore the effect these choices might have on a person's life.'

Mixed and single gender groups.

Most of HRE is delivered in mixed sex groups. However during lessons on puberty, both boys and girls cover the same material but are then given opportunities to discuss what has been covered in single sex groups where they might feel more comfortable doing so. Pupils expressed a preference for some single sex teaching during consultation.

How the resources were selected

Resources have been thoroughly reviewed to ensure that there is no stereotyping, bias or prejudice and that they are suitable for the age group of the audience.

Dealing with sex-related pastoral incidents

All staff have received training in dealing with sex-related pastoral incidents. Staff know that in dealing with any incident they:

- Don't rush into anything
- Don't panic
- Assess the seriousness of the situation sensitively and sensibly, take everything into account but don't exaggerate or overreact.
- Keep the welfare of the children as the focus.
- Consider the full range of options
- Consider and anticipate both the positive and negative consequences of the teachers actions.
- Consult, and get support from, other colleagues.
- If necessary, refer to experts such as education welfare officers, social workers or educational psychologists.
- Challenge any homophobic or sexist comments immediately.

Specific Issues Statements

- **Language**

During all HRE lessons, the correct terms for all body parts and functions will be used.

- **Using visitors to deliver HRE**

External staff or parents are occasionally used to deliver aspects of HRE but as their availability cannot be relied upon, the HRE programme is taught with no assumption of support from external speakers.

Whenever an external visitor is going to deliver a lesson or activity that is related to HRE, we encourage a planning session with the speaker and a

member of the teaching staff to ensure that the input will be worthwhile and also to check the suitability of the content. All visitors are made aware of the HRE policy and all lessons are evaluated by staff.

The visitor will also be supervised by a member of staff at all times.

- **Confidentiality**

Pupils' confidentiality is respected in all HRE lessons and pupils are made aware of the fact that what they say in HRE lessons will not be repeated to anyone else unless a member of staff suspects that the child or anyone else is at risk from harm.

- **The right to withdraw children**

HRE sessions at Holy Trinity focus on the areas detailed above and are therefore in line with the Science National Curriculum. We have an "opt in" system for what might traditionally be called sex education.

- **Child Protection Procedures**

The school has an appointed member of staff who is responsible for child protection procedures. If a teacher suspects that a child is at risk from harm or neglect, they need to inform this person and record any evidence that supports their concerns.

As part of HRE ground rules teachers need to make it clear to pupils that if they suspect that anyone is at risk from harm, they will need to tell another adult.

- **Pupils' Access to Help and Support**

In HRE lessons and assemblies, pupils are reminded that if they ever find themselves where something is happening that they feel they cannot do anything about, they are to keep finding an adult to tell until someone does something to help with the situation.

The school has an information point near the main foyer of the school where Childline posters and information about any agencies that support the welfare and health of children, are displayed. Any relevant leaflets will also be available.

Sanitary protection is available for girls who start their periods at school. Staff are sensitive to the amount of support the individual seems to require.

- **The approach to potentially controversial and sensitive issues.**

All staff are aware that everyone has views on HRE related issues. However, while it is respected that everyone has the right to their own viewpoint, all HRE issues are taught without bias. Topics are presented in a way that considers all viewpoints so that pupils are able to form their own, informed opinions but are also encouraged to respect the fact that others may have quite different viewpoints. Viewpoints that have a negative impact upon another person or group of people such as prejudice are always challenged.

- **Dealing with sexually explicit questions**

After discussions with parents, governors and staff the following policy was decided on for dealing with sexually explicit questions during HRE lessons:

- It will be made clear to pupils, by means of ground rules, that sexually explicit questions cannot be answered during the whole class session
- Pupils will be told that during any HRE lesson, only questions that relate directly to the HRE lesson being covered will be answered. It will be made clear that any other questions will only be dealt with if parents give written permission.
- If several children start to ask questions about a particular topic (perhaps due to media coverage) then the HRE programme can be adapted to deal with this issue so as to prevent pupils from becoming misinformed or receive biased information.
- If the child shows inappropriate sexual knowledge, child protection procedures would be consulted.
- If a pupil asks a question relating to HRE issues at any other time, if the question is related the HRE covered in the child's year group, the child will be told that they will learn the answer in HRE. If not, it will be suggested that the child asks his or her parents/carers.

- **Teachers' Embarrassment**

If a member of staff is extremely uncomfortable teaching HRE then provision will be made for another teacher that is known to the children to deliver the HRE.

Dissemination of the policy

This policy has been developed and approved by the Governing body following extensive discussion over a number of years. It has been shared with staff and is available for parents on request.

March 2013

Review: March 2014