



Somerville Primary School

Healthy Relationship Education Policy

School Context

Somerville Primary School is 3 form entry with one year group as 4 form entry. We cater for children between the ages of 3-11. There are 790 pupils in the main school and 104 part-time pupils in the Nursery. The school is situated in the centre of Birmingham in the district of Small Heath. The area is socially disadvantaged with 40% of the children entitled to Pupil Premium funding.

Nearly all of the children in the school follow the Muslim faith with approximately 60% coming from the Pakistani community and a smaller number of children from the Bangladeshi, Somalia and other African and Arabic communities. All of the children have English as an additional language.

What is Healthy Relationship Education?

It is a lifelong learning about physical, moral and emotional development. It is about understanding the importance of family life, stable and loving relationships, respect love and care.

Aims

- To provide children with the knowledge skills and attitudes which will contribute to their spiritual, moral, cultural, mental and physical development.
- To prepare children for the opportunities, responsibilities and experiences of adult life.

Objectives

- To support children through their physical, emotional and moral development
- To help children to respect themselves and others
- To help children to develop the skills and understanding they need to live healthy and independent lives
- To help children move confidently into adolescence
- To help children understand the significance of marriage and stable relationships and its importance for family life (**Care will be taken to ensure that there is no stigmatisation of children based on their home circumstances**).
- To develop confidence in talking, listening and thinking about feelings and relationships
- To understand how to protect themselves and ask for help and support
- To support with SMSC development



Moral and Values Framework

The HRE programme will reflect the school philosophy and ethos to encourage the following values;

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for family, friends, school and the community.

Content of the Programme

Nursery and Reception –	Developing their awareness of themselves and their actions.
Year 1 and 2 -	Ourselves- Our growing and changing needs Families & Feelings - including other peoples feelings Friendships and what makes a friend
Year 3 and 4 -	Challenging stereotypes - how our behaviour effects others Personal Safety- understanding personal space, Appropriate & Inappropriate touch Rights and responsibilities- assertive behaviour
Year 5 and 6 -	Puberty, Health & Hygiene Feelings and strategies for coping with them Relationships – different types and why we need them

Organisation and Methods of Teaching

Class teachers responsible for short term planning and delivery of lessons, overseen by the SMSC/PHSE and Citizenship Coordinator.

Outside agencies will be used to enrich the curriculum.

In years 5 and 6 children to be taught about puberty in single sex classes. Class teachers will deliver the lessons with support/ guidance from the school nurse/ external agencies.

Specific Issues

Safeguarding

This programme has been developed and pays due regard to the health and safeguarding guidance laid down by NHS & Department of Education.

Should any disclosures be made school will follow procedures outlined in the school's Child Protection Policy.



Confidentiality

Pupils will be informed that 100 % confidentiality cannot be assured. For suspected Child Protection concerns the school will follow the LA policy and procedure.

Use of outside visitors

School will follow LA guidelines and will contact the LA if in doubt about the suitability of any programmes.

Provision for pubertal pupils

State where and from whom sanitary protection is available

State where sanitary disposal units are situated

Boundaries & Answering difficult questions.

It is important that both staff and children feel safe and comfortable during HRE lessons therefore circle time rules will be established and revisited at the beginning of each lesson to ensure that boundaries are set.

Additional rules include:

- No personal questions of each other or staff
- Staff will direct pupils to use the question box to ask questions .This method protects pupils from over exposure and also gives staff time to consider the most appropriate answer to meet the needs of the children.
- Children's questions will be answered according to their level of maturity and understanding

Working with parents

The school seeks to work in partnership with parents and recognises that parents play the main role in providing education about relationships and growing up.

School aims to support parents in this role and parental views are integral to the development of the policy and schemes of work.

Parents will be given the opportunity to discuss the policy document, schemes of work, methods of teaching and resources. Any specific questions may be discussed with the Deputy/Head Teacher.

Parent workshops are an additional support mechanism that the school offers to support pupils and parents with the challenging life discussions pertaining to puberty and relationship issues.

Parental Right to withdraw

Parents have a right to withdraw their child from those elements of the HRE programme that do not form part of the National Curriculum. If parents have concerns about the content of HRE or want to withdraw their child they will need to make an appointment with the Head Teacher to discuss this. Any complaints should be referred to the Head.



Basis for developing the HRE policy

- Sex and Relationship Education Guidance
- National Curriculum 2014
- PSHE and Citizenship at KS1 and KS2
- Social, Moral, Spiritual and Cultural Development
- National Healthy School Status, a guide for schools
- Safeguarding

Monitoring and Evaluation

Teachers, the SMSC/PSHE Leader and the Deputy/ Headteacher will undertake evaluations of the 3 lessons of HRE as part of the wider SMSC programme. Evidence of the children's work will be kept and recorded in SMSC portfolios, including relevant photographs and annotations.

Children in key stage 2 will carry out their own evaluations of the topic using a pro-forma supplied by the co-ordinator.

Assessments will be recorded on each individual child's end of year report.

The policy will be reviewed annually, unless a more immediate response is needed in response to any new guidance.

Reviewed: September 2017