



Where learning's an adventure

# Healthy Relationship Policy

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# Healthy Relationship (HRE) policy

## HRE – Sex and Relationship Policy

### Contents

#### Section one: page 2

##### The HRE policy

- Purpose of the HRE policy
- Consultation process
- Definition of HRE
- Roles and responsibilities in school
- Staff continuing professional development
- HRE and safeguarding children
- Confidentiality
- Working with parents and carers

#### Section two: page 5

##### Sex and relationships education within PSHE

- Establishing a safe and supportive environment
- Good practice in teaching and learning
- Inclusion
- Assessment
- HRE curriculum
- Visiting speakers
- Monitoring and evaluation
- Resources

#### Appendices:

1. Sex and Relationships Education policy summary
2. HRE in the curriculum
3. Science national curriculum sex and relationships education
4. Female genital mutilation – FGM

## Section one

# The Healthy Relationship policy

### Purpose of the Healthy Relationship policy

Healthy Relationships Education is an important part of a child's preparation for adult life. It offers a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity, and a fostering of self-worth whilst recognising, accepting and respecting differences. It is promoting healthy relationships and making positive life choices.

### Consultation process

The consultation and development process involved staff, governors, pupils and parent/carers in the following ways:

**Pupils:** Draw and Write activity; needs identification - what they want to know; School council; confidential questionnaire; focus groups; classroom discussion; part of working party

**Parent/Carers:** survey; meetings; focus groups; part of working party; letter home; PTA discussion

**Staff and Governors:** training; discussion at meetings; working party; audit of present HRE and policy

### HRE as part of PSHE

At Copenhagen Primary School we believe in the importance of education for the development of the whole child. Healthy Relationships Education (HRE) gives the children the opportunity to develop physically, morally and emotionally within the safe and caring environment of our school. It is about the understanding of the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is **not** about the promotion of sexual orientation or sexual activity. Healthy Relationships Education is taught through a whole-school approach, and is embedded within PSHE, to help prepare the children for life. The curriculum will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

HRE is **statutory** and it is taught as a part of the holistic PSHE curriculum. In order to meet the aims of the HRE policy, the school has developed a graduated, age appropriate programme of healthy relationships education. At Copenhagen Primary School, HRE is enhanced by a supportive school ethos, where all are valued and encouraged. Positive relationships are seen as important and there is a safe and secure school environment which is conducive to learning. Opportunities exist throughout the curriculum for promoting HRE, which will be taught through facts, rather than opinions.

## **Definition of HRE**

*What is the definition of HRE?*

Healthy Relationships education is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. HRE, within PSHE aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and skills to stay safe both on and offline. It enables pupils to explore their own and others attitudes and values and aims to help build their self esteem and confidence to positively view their own sexuality.

## **Roles and responsibilities in school**

- The PSHE Leader (AHT Inclusion) is responsible for the organisation and teaching of HRE
- The PSHE Leader (AHT inclusion) together with the deputy head has responsibility for developing, reviewing and monitoring the policy.

The governor or committee who have oversight of HRE is XXX

## **Staff continuing professional development**

Members of staff regularly attend central and in-house training for PSHE and HRE. The PSHE Leader supports staff team with information, advice, resources and lesson plans.

## **HRE and safeguarding children**

At Copenhagen school we believe that our pupils should be kept safe from harm through safeguarding procedures and educating every pupil about how to care for their bodies and protect themselves from physical and emotional harm.

We have lessons in sex and relationships education as part of our PSHE programme.

This enables pupils to:

- know their rights to be protected and kept safe
- understand potential dangers they could face
- be encouraged to adopt safe and responsible practices and deal sensibly with risk
- develop personal skills to protect themselves and others from unsafe influences and physical and emotional harm
- know when and who to ask for help when needed

The curriculum can include a range of potential issues such as:

- bullying, including cyber bullying (by text message, on social networking sites, and so on) and prejudice-based bullying
- racist, disability, and homophobic and transphobic abuse
- radicalisation and extremist behaviour
- child sexual exploitation
- sexting
- substance misuse

- issues that may be specific to local area or population, for example, gang activity and youth violence
- particular issues affecting children including domestic violence, sexual exploitation, female genital mutilation ( FGM) and forced marriages.

We have a duty to report concerns about pupils who we feel are at risk of harm or when we suspect that FGM has already been performed.

### **Confidentiality**

Staff working with pupils cannot offer unconditional or absolute confidentiality. Staff have an obligation to pass the information on to the school's child protection lead **Miss Harsha Patel (Headteacher)** if what is disclosed indicates that a pupil is at risk of harm. Staff in the classroom establish boundaries where pupils feel safe and respected whilst protecting privacy. Pupils are reminded during lessons that if they divulge anything that indicates that they may be at risk from harm then this information has to be passed on. Activities use 'distancing techniques' to enable pupils to explore issues without talking about personal experiences, for example, by using case studies and scenarios.

In one to one situations a member of staff will remind the pupil that they may not be able to keep some information confidential (for example, if they thought that the pupil was at risk of harm or abuse.)

Visiting speakers when working in the classroom are bound by the same conditions and must pass on any information they feel needs responding to via the member of staff present.

Under the Sexual Offences Act 2003, a child aged 12 or under is not capable of consenting to sexual activity and penetrative sex is classified as rape. If a child under the age of 13 discloses penetrative sex or other intimate sexual activity, the member of staff should always talk to the designated child protection lead.

The legal age for sexual consent is 16. Staff may believe that under 16 is too early but the law does not wish to criminalise young people who are in a mutual sexual relationship. If a young person discloses that they are in an underage sexual relationship it may be appropriate although not a legal requirement, to assess whether there are any serious consequences. Any cases of concern should be discussed with the child protection lead of the school.

### **Working with parents and carers**

Parents have been involved in the consultation process in the development of this policy and the school informs and works with parents in the following ways:

- Special parents evenings where the HRE programme is discussed during
- Before HRE lessons in years all years, a letter to parent/carers is sent out describing the HRE their children will cover. In this way, parent/carers can be prepared to answer questions at home.
- Workshops for parents on how to confidently talk to their children about sex and relationships.
- Information in newsletters and on the school website.

Section 405 of the Education Act 1996 enables parents to withdraw their children from sex education other than the sex education that is in the National Curriculum (such as the biological aspects of human growth and reproduction and the spread of viruses.)

If parents approach the school to withdraw their child from HRE they will be shown the HRE policy and informed what the National Curriculum content is and what curriculum content their child can be withdrawn from. (See appendix 3: Science national curriculum sex and relationships education)

If the parents still decide to withdraw their child then other arrangements will be agreed and made for them during this time. Parents should be made aware that there may be impromptu discussion in the classroom at other times.

## **Section two**

### **Healthy Relationships Education within PSHE**

HRE within PSHE is developmental and appropriate to the age and needs of every pupil. It is part of a well planned programme, delivered in a supportive atmosphere, where we aim for all pupils to feel comfortable to engage in open discussion and feel confident to ask for help if necessary.

#### **Establishing a safe and supportive environment**

*How do teachers establish a safe and supportive environment?*

*for example:*

- Boundaries for discussion and issues of confidentiality are discussed before HRE lessons begin.
- Each class/group works together to establish its own ground rules about how they would like everyone to behave in order to learn.
- Distancing techniques such as role play, third person case studies and an anonymous question box are employed when teaching sensitive issues.

#### **Good practice in teaching and learning**

*What strategies do teachers use to promote good practice in teaching and learning?*

*for example:*

- Using the correct terminology makes clear that everybody understands and avoids prejudiced or offensive language.
- Lessons contain a variety of teaching methods and strategies that encourages interaction, involvement and questioning: working individually, in pairs and groups; discussions; role play; prioritising; quizzes; research; case studies; games; circle time; visiting speakers.

#### **Inclusion**

- All children and young people whatever their experience, background or identity are entitled to good quality HRE that helps them build confidence and a positive sense of self.

- Respect for themselves and each other is central to all teaching
- The HRE programme and approach is inclusive of difference: gender identity, sexual orientation, ability, disability, ethnicity, culture, age, faith or belief or any other life experience.
- Staff approach SRE sensitively, knowing that their pupils are all different and have different family groupings.
- Staff encourage boys and girls to explore topics from different gender viewpoints and never assume that intimate relationships are between opposite sexes.
- SRE caters for all pupils and the teachers and teaching materials are respectful of the rights of pupils with disabilities and how pupils choose to identify themselves
- SRE lessons help pupils to explore discrimination, prejudice, bullying; aggressive behaviour and other unhealthy relationships
- Teachers of SRE agree to work within the school's framework for SRE as described in this policy. Their personal beliefs, values and attitudes will not affect their teaching of SRE.

Things to consider:

- Staff approach HRE sensitively, knowing that their pupils are all different and have different family groupings.
- Staff encourage boys and girls to explore topics from different gender viewpoints and never assume that intimate relationships are between opposite sexes.
- HRE caters for all pupils and the teachers and teaching materials are respectful of the rights of pupils with disabilities and how pupils choose to identify themselves.
- Links with the school's inclusion policy.

### **The HRE curriculum**

HRE will be taught as part of PSCH from Year's 1 to Year 6, by class teachers.

### **Visiting Speakers**

Visiting speakers are briefed by the class teacher which includes level of pupil awareness; ground rules of the class; the school policy on SRE; the context/purpose of the visit - what pupils already know and what they need to know.

The class teacher prepares the pupils before the visit by saying who is coming and why they have been invited, asking the pupils what they would like to find out by preparing questions and inviting pupils to welcome or thank the visitors.

### **Assessment**

Lessons are planned starting with establishing what pupils already know. In this way, teachers can also address any misconceptions that pupils may have.

*How do teachers do this?*

*for example:*

- brainstorms and discussions
- draw and write activities to find out what pupils already know
- continuums/diamond nine and other activities to find out what pupils feel is important to them

Assessment is the process where an individual pupil's learning and achievement are measured against the lesson objectives

Pupil progress in HRE is assessed in following ways:

- pupil reflective assessment sheets at the end of each topic
- written or oral assignments
- quizzes
- pupil self evaluation
- reflective logbooks
- one to one discussion

### **Monitoring and evaluation**

Monitoring is to ensure teaching is in line with school policy and that pupils are taught what is planned for different year groups. Evaluation helps to plan future lessons and enables teachers to review the programme to improve the teaching and learning.

The PSHE coordinator is responsible for the monitoring and evaluation of HRE. A range of methods are used including:

- lesson observations
- what individual teachers added to or deleted from the lesson content
- pupils completing end of topic evaluations
- teachers completing end of topic evaluations
- annual PSHE review
- data collected from initial need assessment is compared to same assessment at end of topic.

### **Resources**

A whole primary school curriculum for sex and relationship education – Healthy Schools Islington

#### **The content of sex and relationships education**

#### **Curriculum PSHE: sex and relationship education (SRE)**

- A whole primary school curriculum for sex and relationship education – Healthy Schools Islington
- Sex and relationships covered (KS3 and 4) – Healthy Schools Islington

## Appendix 1

### HRE in the curriculum: Learning intentions in the Primary HRE scheme of work within PSHE

Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
HRE, Boys and girls and families Year 2	Other Areas of PSHE	HRE, Growing up and changing Year 4	Other Areas of PSHE	HRE, Healthy relationships How a baby is made Year 6	Other Areas of PSHE
<ul style="list-style-type: none"> <li>understand and respect the differences and similarities between people</li> <li>about the biological differences between male and female animals and their role in the life cycle</li> <li>the biological differences between male and female children</li> <li>about growing from old to young and that they are growing and changing</li> <li>that everybody needs to be cared for and ways in which they care for others</li> <li>about different types of family and how their home-life is special</li> </ul>	<p><b>Drug, alcohol and tobacco education</b></p> <ul style="list-style-type: none"> <li>about what goes onto our bodies and how it can make people feel</li> </ul> <p><b>Mental health and emotional well-being</b></p> <ul style="list-style-type: none"> <li>about being co-operative with others</li> </ul> <p><b>Keeping safe and managing behaviour and risk</b></p> <ul style="list-style-type: none"> <li>about personal safety and who they can talk to</li> </ul>	<ul style="list-style-type: none"> <li>about the way we grow and change throughout the human lifecycle</li> <li>about the impact of puberty in physical hygiene and strategies for managing this</li> <li>about the physical changes associated with puberty</li> <li>about menstruation and wet dreams</li> <li>how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty</li> <li>strategies to deal with feelings in the context of relationships</li> <li>to answer each other's questions about puberty with confidence, to seek</li> </ul>	<p><b>Mental health and emotional well being</b></p> <ul style="list-style-type: none"> <li>about similarities and differences between themselves and others</li> <li>about what makes a good friend</li> <li>about dealing with issues that might arise in friendship</li> <li>about different emotions and how to manage these</li> </ul>	<ul style="list-style-type: none"> <li>about the changes that occur during puberty</li> <li>consider different attitudes and values around gender, stereotyping and sexuality; their origin and impact</li> <li>what values are important to them in relationships and to appreciate the importance of friendship in intimate friendships</li> <li>about human reproduction in the context of the human life cycle</li> <li>how a baby is made and grows (conception and pregnancy)</li> <li>about roles and responsibilities of carers and parents</li> <li>to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it</li> </ul> <p><b>Year 6, HIV and contraception</b></p>	<p><b>Mental health and emotional well being</b></p> <ul style="list-style-type: none"> <li>about stereotyping including gender stereotyping</li> <li>about prejudice and discrimination (in relation to homophobia) and how this can make people feel</li> </ul>

	<p><b>Identity, society and equality</b></p> <ul style="list-style-type: none"><li>• about people that are special to them and what they do</li></ul>	<p>support and advice when they need it</p>		<ul style="list-style-type: none"><li>• some myths and misconceptions about HIV, who it affects and how it can and cannot be transmitted</li><li>• about how the risk of HIV can be reduced</li><li>• that contraception can be used to stop a baby from being conceived</li></ul>	
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## **APPENDIX 1**

### **Copenhagen Primary School's Healthy Relationships Education Policy**

This is a summary of Copenhagen's Healthy Relationships Education policy (Sex and Relationships Education Policy). For further details, please see the full policy together with appendices. The purpose of this policy is to act as a central reference point to inform the school's role and responsibilities in HRE in relation to the teaching, content and organisation and the partnership with parent/carers.

It will be of relevance and used by teachers, school staff, parent/carers, health professionals, visiting speakers, and partner schools.

It is the result of a consultation process; regard to national and local guidance and advice and reviewed every two years.

#### **Definition of HRE**

Sex and relationships education is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. HRE throughout pupil's schooling, aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and staying safe both on and off line. It enables pupils to explore their own and other's attitudes and values and builds their self-esteem and confidence.

#### **The organisation of HRE**

SRE is part of PSHE from year 1 to year 6, taught by class teachers

#### **Staff development and training**

Members of staff regularly attend central and in-house training for PSHE and SRE. The PSHE Coordinator supports staff team with information, advice, resources and lesson plans.

#### **Confidentiality**

Staff working with pupils cannot offer unconditional or absolute confidentiality. Staff have an obligation to inform pupils of this and to pass information on through the pastoral system if what is disclosed indicates that a pupil is at risk from themselves or others by abuse or exploitation.

#### **Parent/Carers rights and partnership with school**

The school always works in consultation with parent/carers, consulting them regularly on the content of the SRE programme.

Section 405 of the Education Act 1996 enables parents to withdraw their children from sex education other than the sex education that is in the National Curriculum (such as the biological aspects of human growth and reproduction that are essential elements of National Curriculum Science).

#### **Dissemination, monitoring and review**

The sex and relationships education policy is kept in the policies folder in the school office and available on the school website. The contents of this policy is included in the induction of new staff.

Visiting speakers are made aware of the policy and pupils are told relevant parts in the making of class ground rules and HRE.

The SRE policy will be monitored by PSHE Leader and reviewed on a biannual

## Appendix 2

# Sex and relationships education in the National Curriculum Science programme of study

## Key Stage 1

### YEAR ONE

#### Animals, including humans

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

### YEAR TWO

#### Animals, including humans

- Notice that animals, including humans, have offspring which grow into adults.

## Upper Key Stage 2

### YEAR FIVE

#### Living things and their habitats

- Describe the life process of reproduction in some plants and animals  
(Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.)
- Describe the changes as humans develop to old age  
(Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.)  
*See appendix 4 Joint briefing by the Association of Science Education and PSHE Education*

## Appendix 3

### Female Genital Mutilation - FGM

#### Definition of FGM

"Female Genital mutilation (FGM) comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or therapeutic reasons."

World Health Organisation 1997

"Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. "

Department for Education: Keeping Children Safe in Education April 2014

FGM is considered child abuse in the UK and a grave violation of the human rights of girls and women. It is a violation of the child's right to life and their bodily integrity as well as their right to health. It is illegal in the UK to allow girls to undergo female genital mutilation either in this country or abroad. People guilty of allowing FGM to take place can be punished by fines or up to 14 years in prison.

Female Genital Mutilation occurs mainly in Africa and to a lesser extent in the Middle East and Asia. It is not a religious requirement and there are no health benefits. It is a cultural practice.

Communities particularly affected in the UK include girls from: Somalia, Kenya, Ethiopia, Sierra Leone, Egypt, Nigeria, Eritrea, Yemen, Pakistan, Indonesia and Afghanistan; particularly first generation immigrants, refugees and asylum seekers.

This procedure often takes place in the summer, using the school holidays to recover (recovery takes 6 – 9 weeks.) It is important to be alert when a girl from a high risk group is absent from school for a long period or when a family request an 'authorised absence' just before a school holiday.

Children might also be talking about a special ceremony or a special holiday abroad.

Signs that FGM may have taken place include:

- difficulty walking, standing or sitting
- spending much longer times in the toilets
- usual behaviour after a long absence
- not wanting to participate in PE or other physical play/activities
- acutely painful menstrual cycles
- asking for help or being anxious but not able to be explicit due to embarrassment or fear

All schools should keep their pupils safe from harm through safeguarding procedures and educating every pupil about their responsibility to care for their bodies and protect themselves from physical and emotional harm. They have a duty to report concerns about girls at risk from FGM or when they know that FGM might already have been performed.

Lessons in PSHE and sex and relationships education can give pupils information, learn personal and life skills and explore attitudes and values around protecting themselves and others from abuse, including FGM.

NSPCC FGM helpline: 0800 028 3550

[help@nspcc.org.uk](mailto:help@nspcc.org.uk)