



Bowburn Primary School Healthy Relationship Education Policy

This policy has been developed by a working group which has consulted with the whole school community.

What Is Healthy Relationship Education?

HRE is lifelong learning about physical, sexual, moral and emotional 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.

Principles and Values In addition we believe 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 young people
- Encourage every pupil to contribute to our school community and to support each individual as they grow and learn.
 - Be set within the wider school context and support 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 different approaches.
- Encourage pupils and teachers to share and respect each other's views. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on healthy relationships can take place without any stigma or embarrassment.
- Recognise that parents are the key people in teaching their children about relationships and growing up. We aim to work in partnership with parents 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 health professionals, social workers, peer educators and other mentors or advisers.

Healthy Relationship Education in this school has three main elements:

1) Attitudes and Values

- learning the importance of values, individual conscience as well as spiritual and moral choices;
- learning the value of family life, stable and loving relationships;
- learning about the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making
- challenging myths, misconceptions and false assumptions about normal behaviour.

2) Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- empower children with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

3) Knowledge and Understanding

- learning and understanding physical development at appropriate stages;
- Learning appropriate vocabulary for body parts;
- Learning to respect each others privacy.

Aims:

The aim of HRE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of healthy relationships. Our HRE programme aims to prepare children for an adult life in which they can:

- 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 relationships.

Organisation and Content of Healthy Relationship Education:

We deliver Healthy Relationship Education through our PSHE Programme (SEAL), RE and Science lessons. Much of the Healthy Relationship Education at our school takes place within PSHE lessons. HRE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships. The PSHE Programme and Science National Curriculum is taught in every year including the Foundation stage within their framework.

Any HRE lesson may consider questions or issues that some children 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. When children ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the children, the question may be dealt with individually or discussed with the child's family.

Inclusion

Bowburn Primary School have a code of conduct that respect each other's:

- Age
- Disability
- Gender/Gender Identity
- Marriage or Civil Partnership
- Pregnancy
- Race and Nationality
- Religion or belief
- Sexual Orientation

Ethnic and Cultural Groups:

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

Children with Special Needs:

We will ensure that all children receive healthy relationship education, and we will offer provision appropriate to the particular needs of all our children, taking specialist advice where necessary.

Gender Identity and Sexual Orientation:

We aim to deal sensitively and honestly with issues of gender identity and sexual orientation, answer appropriate questions and offer support.

Confidentiality, Controversial and Sensitive Issues:

Teachers cannot offer unconditional confidentiality. Teachers are not legally bound to inform parents or head teacher of any disclosure unless the head teacher has specifically requested them to do so. In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first. Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.

Monitoring and Evaluation of Healthy Relationship Education:

It is the responsibility of the PSHCE Co-ordinator to oversee and organise the monitoring and evaluation of PSHCE, in the context of the overall school plans for monitoring the quality of teaching and learning.

The Governors are responsible for overseeing, reviewing and organising the revision of the Healthy Relationship Education Policy.

This policy is also relevant for 2 year old provision.

Head teacher signature..........DateSeptember 2019.....

Governor signature..... Date.....