

# Boxgrove C.E.P School

## Health and Relationships Policy

### School Vision:

*"This is our school, Let peace dwell here, Let the room be full of contentment,  
Let love abide here, Love of one another, Love of mankind, Love of life itself,  
And love of God."*

Written January 2019

Review January 2021

## **Governors' Statement**

The Governing Body of Boxgrove C of E Primary School authorises and supports the Health and Relationships Education (HRE) Programme prepared for the pupils at the school. The programme is rooted in the Christian Faith and is designed to meet the needs of all our pupils. The Governors believe that HRE is important in promoting the spiritual, moral and cultural development of our children, as well as helping to understand their bodies and feelings. At Boxgrove, HRE is taught in the context of relationships and respect for self and others. The programme concerns the whole person and is developmental, covering many aspects which begin in the early years and continues through the child's education and beyond. Partnership with parents is considered vital in maximising the success of the programme.

## **Introduction**

Our school's policy on HRE is based on the DfES document "Sex and Relationship Education Guidance"(DfES 0116/2000) & Advice for C of E and Methodist schools 2000, and "Sex and Relationships" (OFSTED HMI 433).

In the DfES document, HRE is defined as 'learning about physical, moral and emotional development'. The guidance states, 'It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health'. There is particular support for the aim to teach pupils about the 'role and importance of marriage in family relationships' and the wider commitment to the 'enduring values' of 'truth, justice, honesty, trust and a sense of duty'.

HRE is part of the personal, social and health education (PSHE) curriculum in our school. When we inform our pupils through HRE about sexual issues, we do this with regard to morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use HRE as a means of promoting any form of sexual orientation or sexual activity.

## **Aims and objectives**

HRE is part of the wider responsibility of the school to help individuals to develop following the example of Christ. It is an integral part of the wider school policy to promote pupils own personal, social and health development.

It has three main elements which refer to attitudes and values, personal and social skills and knowledge and understanding.

The objectives of HRE are:

- To develop self- esteem, confidence, independence and responsibility as they encounter both physical and emotional changes during their lives.
- To explore, consider and understand moral dilemmas.

- To develop critical thinking as part of decision making, and understand the respective consequences.
- To develop an understanding of how to manage their emotions and relationships confidently and sensitively.
- To play an active role as Christians, future citizens and members of society by recognising that they can make choices
- To develop a healthy lifestyle and keep themselves and other safe.
- To develop effective and fulfilling relationships and learn to respect the differences between people
- To enable children to have the opportunities to prepare for change, feel positive about themselves and to develop effective relationships with others, recognising and avoiding possible exploitation and abuse.
- To present children with Christian views of sexual relationships and of their place in a lifelong commitment in marriage.
- To provide information which is clear and appropriate to pupils' age and maturity.
- To offer an acceptable and accurate vocabulary for discussing their bodies. We teach children about:
  - Respect for their own bodies and the place of sexual activity as part of a committed, responsible, long term and loving relationship.
  - The physical development of their bodies as they grow into adults.
  - The way humans reproduce
  - The importance of family life.
  - Moral questions.
  - Relationship issues.
  - Respect for the views of other people.
  - Sexual abuse, and what they should do if they are worried about any sexual matters, including good touch/ bad touch.

### **Context**

We teach about HRE in the context of the school's aims and values framework .While HRE in our school means that we give children information about sexual behaviour, we do this within awareness of the moral code, and of the Christian values which underpin all our work in school.

In particular, and as a Church School, we teach about sex in the belief that:

- Sex should be taught about in the context of marriage and family life.
- HRE is part of a wider process of social, personal, spiritual and moral education.
- Children should be taught to have respect for their own bodies.
- Children should learn about their responsibilities to others, and be aware of the consequences of sexual activity.
- It is important to build positive relationships with others, involving trust and respect.
- Children need to learn the importance of self-control and possible consequences if they fail to show self-control and informed decision making.

## **Organisation**

We teach about sex and relationships through different aspects of the curriculum. While we carry out the main HRE in our personal, social and health education (PSHCE) curriculum, we also carry out some HRE through other subject areas (for example, science and PE) which we believe contribute significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.

In PSHE we teach children about relationships, and we encourage children to discuss issues

In science lessons, in both key stages, teachers inform children about puberty and how a baby is born. For this aspect of our teaching we follow the guidance material in the national scheme of work for science. In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the fact that people are not all the same, and that we need to respect 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 & 6 we place a particular emphasis on health education, as many children experience puberty at this age.

## **Teaching Methods**

A variety of teaching methods may be employed in the teaching of HRE, including whole class approach, small groups and individual teaching. This is so that the needs of individuals within the class can be met sensitively and teaching is appropriate to the learner.

## **Resources**

A wide range of resources will be used to enable teachers to deliver HRE. The resources include: Books, Story books to help explore emotional and social aspects of HRE. Factual books appropriate to the children's age regarding, biological processes, animal and human reproduction and life cycles. The children may watch DVDs or online clips about healthy eating and smoking. In Years 5 and 6, the children will be shown specific DVDs which look at puberty, pregnancy and birth and human reproduction.

## **The role of parents**

The school is well aware that the primary role in children's HRE lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation. To promote 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 issue that parents raise with teachers or governors about this policy, or about the arrangements for HRE in the school.

- Encourage parents to be involved in reviewing the school policy, and making modifications to it as necessary.
- Inform parents about the best practice known with regard to HRE, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

Parents have the right to withdraw their child from all or part of the HRE programme that we teach in our school. If a parent wishes their child to be withdrawn from HRE lessons, they should discuss this with the Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

### **The role of other members of the community**

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our HRE programme. Other people that we call on include local clergy, social workers, support groups and youth workers.

### **Confidentiality**

Teachers conduct HRE lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference 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. They will not try to investigate, but will immediately inform the named person for child protection issues about their concerns. The headteacher will then deal with the matter in consultation with health care professionals (see also our policy on Child Protection).

### **Sensitive Issues**

HRE will naturally involve learning from real-life experiences, where sensitive and sometimes controversial issues may arise. Pupils will not be sheltered from them but they will be dealt with in a sensitive manner relevant to the age and understanding of the pupils concerned. Issues that are likely to be sensitive are:

- Personal sexuality
- Bullying
- Personal hygiene
- Changes in puberty
- Menstruation

## **Homophobic stereotyping and bullying**

Boxgrove C.E.P School emphasises an inclusivity that welcomes all, and reveres and respects all members of the diverse community as individuals who are known and loved by God. We teach our children that not all families are the same and to love one another equally. Church of England Schools have at their heart a belief that all children are loved by God, are individually unique and that the school has a mission to help each pupil to fulfil their potential in all aspects of their personhood: physically, academically, socially, morally and spiritually. Schools have a duty to try to remove any factor that might represent a hindrance to a child's fulfilment.

We want all pupils to want to engage in learning in a safe and welcoming ethos. Homophobic bullying, alongside all forms of bullying, is a factor that can inhibit a pupil's ability to feel safe and have a sure foundation for learning. So, Church of England schools have a particular duty to implement measures to combat it. The official Church of England teaching about the human sexual act is that "it is an act of total commitment which belongs properly within a permanent married relationship and that homosexual acts fall short of this ideal."(Valuing all God's Children -Guidance for Church of England Schools on Challenging Homophobic Bullying, May 2014)

It is expected, that during the teaching of HRE, that:

- Ground rules are set for behaviour and expectations during group discussions
- Pupils have access to balanced information to enable them to make their own informed opinions and choices.
- The individual needs are catered for as well as the needs of the group.

All teachers should be aware of the school's Child Protection Policy. They should ensure that all pupils are aware that members of staff are not able to offer unconditional confidentiality.

The management of controversial and sensitive issues is also linked to and supports the following policies:

- PSHE & Citizenship Policy
- Anti-Bullying Policy
- Child Protection Policy

### **The role of the Headteacher**

It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our HRE policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach about sex and relationships effectively, and handle any difficult issues with sensitivity.

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

The Headteacher monitors this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy.

### **Equal Opportunities**

The school is aware that this policy and accompanying scheme has a duty to educate both boys and girls, and consequently sexes are considered when planning lessons.

There are times when it is felt appropriate by the school that boys and girls are given the opportunity to meet as a single sex group to discuss issues that they may feel reluctant to discuss in a mixed age group. However both groups will receive identical messages so that both sexes are aware of their specific contexts and issues.

Issues such as gender stereotyping and gender role expectations are discussed in terms of equipping both boys and girls with an information base upon which to build last, caring and understanding relationships.

The needs of children with special educational difficulties are particularly important within our HRE policy. Some of these children are particularly vulnerable to exploitation in the outside world and need sufficient information and advice to be able to recognise possible exploitation and say "No." Therefore all children with SEN are included within HRE teaching.

### **Monitoring and Review**

The Curriculum Committee of the governing body monitors the impact of our HRE policy on an annual basis. This is done through liaison with our PSHE co-ordinator and based upon the school's monitoring cycle. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the HRE programme, and makes a record of all such comments.

This policy will be reviewed in line with our schedule for the review of policies.

Signed

A handwritten signature in black ink, appearing to read 'Ian [unclear]', written over the word 'Signed'.