



LONGWELL GREEN PRIMARY SCHOOL
HEALTHY RELATIONSHIPS EDUCATION POLICY

Date : November 2010
Responsibility: Headteacher
Date of review: November 2013

Principles

Healthy Relationships Education (HRE) is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable, and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health in line with National Curriculum guidelines. It is not about the promotion of sexual orientation or sexual activity.

Aims

Our Healthy Relationships Policy is aimed at promoting the core values of the school, which make the acronym GREAT:

Growth, respect, enjoyment, ambition, togetherness

Through these values the school aims to help achieve the five strands of Every Child Matters for all children in our school community, especially 'stay safe', 'be healthy' and 'preparing for future economic well being'.

Objectives

- To promote healthy relationships in conjunction with a healthy lifestyle.
- To increase the self-esteem of every child in our school giving them the confidence to make personal decisions unaffected by outside pressures.
- To enable the children to make educated decisions about personal safety.
- To teach the children about sexual relations within the context of a loving partnership.
- To provide correct information for boys and girls and eliminate misconceptions with regards to puberty, sex and relationships.
- To recognise and celebrate the value and diversity of family life.
- To develop the partnership between home and school

Strategies

- HRE is an area of the curriculum that begins when a child first enters school. The whole curriculum, both hidden and overt encourages children to become caring, trusting, sharing individuals who respect the opinions, beliefs and needs of other people.
- Where matters relating to sexual issues arise naturally teachers should endeavour to answer pupil's questions honestly in a way that is appropriate to the pupil's individual developmental needs. Where possible this information will be given to the individual children involved, but if the question arises in a

classroom context it should be answered in such a way that takes the context into account.

- The school uses two main published resources to support its teaching of Healthy Relationships;
 - 1 The 'Lifelines' scheme of work, produced by Bristol local authority and adopted by South Gloucestershire as their recommended scheme. This is a comprehensive Personal Social Health and Economic Education (PSHE) scheme that integrates all aspects of Healthy Relationships into a comprehensive and developmental programme. (The scheme is attached as appendix 1)
 - 2 The Channel 4 programme 'Living and Growing' which provides specific teaching material to support the 'Lifelines' scheme
- In addition, the biological changes are part of the science element of the National Curriculum
- The school also promotes Healthy Relationships through good role modeling by the adults in school
- All year groups have Healthy Relationships teaching as part of the scheme, taught either by the class teacher, a Higher Level Teaching Assistant (HLTA) or the school Medical Teaching Assistant (MTA)

Intended outcomes of the policy

By the end of Key Stage One learning outcomes will include the following:

- 1 Be able to name external parts of the body.
- 2 Be able to recognise similarities and differences between themselves and others and treat others sensitively.
- 3 Be aware that their feelings and actions have an impact on others.
- 4 Know that animals, including humans, grow and reproduce.
- 5 Know the basic rules for keeping themselves safe and healthy.
- 6 Have considered why families are special.

By the end of Key Stage Two children's knowledge and understanding will have developed to include the following learning outcomes:

- 1 Be able to express opinions
- 2 Recognise their changing emotions with friends and family and be able to express their feelings positively.
- 3 Recognise the pressure of unwanted physical contact and know ways of resisting it.

- 4 Know about the physical changes that take place at puberty, why they happen and how to manage them.
- 5 To know about keeping themselves safe when involved with risky activities.
- 6 Have considered the diversity of lifestyles.

Roles and responsibilities

This policy is produced by the Physical Development and Wellbeing Curriculum team. All teachers are expected to be aware of their responsibilities as role models and as professionals in school.

All teachers are to be aware of the 'Lifelines' scheme and the associated 'Living and Growing' programme.

Teachers are required to inform parents before the programme on HRE take place, either by holding a meeting for parents or by sending home specific information about the themes to be covered (this can be done in liaison with the MTA), giving parents ample opportunity to ask questions and to withdraw their child if they choose to. (Parents do not have a right to withdraw their child from the biological elements of the science curriculum).

Governors have the responsibility to be aware of the policy and to be informed of its effectiveness.

Monitoring, evaluation and review

On an annual basis, Teaching and Learning Responsibility (TLR) postholders in the Physical Development and Wellbeing Curriculum team will conference children on aspects of this policy as part of their overall evaluation of PSHE. Governors will also conference children as part of their regular visits programme.

The policy will be reviewed every three years, or earlier if any national or local requirements change.