



LONDON FIELDS
PRIMARY SCHOOL



Healthy Relationships Policy

Rationale

Healthy Relationships Education (HRE) promotes understanding of the emotional, social and physical aspects of growing up. It should equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and well-being.

HRE has a key part to play in the personal, social, moral and spiritual development of young people and in keeping them safe from harm. It begins informally in the home with parents and carers long before any formal education takes place at school.

Aims

The aim of HRE is to provide balanced, age-appropriate, factual information about human reproduction and to prepare children for the physical and emotional changes they will experience when they reach puberty.

The objectives of our HRE programme are to:

- develop positive values and a moral framework that will guide pupils' decisions, judgments and behaviour
- have the confidence and self-esteem to value themselves and others
- help young people to move with confidence from childhood through adolescence into adulthood
- form positive and healthy relationships with others
- behave responsibly within relationships, understanding that their actions have consequences
- help children to understand the difference between friendships they encounter at a younger age and more mature relationships which they can expect to have when they are older.
- develop appropriate terminology for sex and relationship issues to enable pupils to communicate effectively.

National Context

All maintained schools, including primary schools, are required to have a policy for HRE which describes the content and organisation of HRE taught outside Science in the National Curriculum.

The sex education outlined in National Curriculum science is compulsory in maintained schools.

The government outlined their commitment to HRE in the Schools White Paper 'The Importance of Teaching' published in November 2010. The Paper states that children need high-quality sex and relationships education so they can make wise and informed choices.

All state-funded schools must also have 'due regard' to the Secretary of State's guidance on HRE (DfE, 2000). This states that:

- 'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes' (1.13)
- Children should learn 'how a baby is conceived and born' before they leave primary school (1.16)

The Equality Act 2010 states that pupils have an entitlement to:

- Age and circumstance appropriate HRE;
- Access to help from trusted adults and helping services.
- Learning experiences which are positively inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience.

HRE involves consideration of a number of sensitive issues, about which different people may hold strong and varying views. The school's approach to HRE will be balanced, take account of, and be sensitive to, different viewpoints but will not be subject to the bias of individuals or groups.

Young people may have varying needs regarding HRE depending on their circumstances and

background. The school strongly believes that all pupils should have access to HRE that is relevant to their particular needs.

Organisation of HRE

Good quality HRE starts early in childhood ensuring that children develop the language and skills to talk about emotions, relationships and their bodies.

We intend that all pupils experience a planned programme of sex and relationships education at a level which is appropriate for their age and physical development, with adaptations, as appropriate) for those with special educational needs. All programmes of study are derived from the National Curriculum.

The HRE programme will be predominantly delivered through Personal, Social and Health Education (PSHE) and Science lessons. In addition, some aspects of HRE may also arise in other subjects such as Religious Education.

Lessons are taught using a range of strategies, groupings and personnel; this may include input from the school nurse or other professionals, as appropriate. Children are encouraged to ask questions during all lessons; pupil questions will be answered within the context of a lesson. Teachers set clear parameters with children about appropriate questions for whole-class discussion. If the teacher believes that a question is inappropriate for discussion within the class group, he or she may suggest that the question is more suitable to ask a parent/carer. The teacher will discuss this with individual parents and carers.

Pupils also have the opportunity to post questions anonymously in a question box. Responses can then be prepared in advance. Staff will choose not to respond to questions which are inappropriate.

Working with parent/carers:

At London Fields School we acknowledge and celebrate diversity in family structure and organisation; we seek to work in partnership with parent and carers to provide effective HRE. The school's hRE programme is intended to support parents and carers in their role as the first educators of their children.

Parents/carers will be informed when HRE lessons are taking place and will be provided with a programme overview. A range of resources are available to support parents in discussing this learning with their child.

Monitoring and Evaluation

Lessons are assessed ensuring that the pupils reflect with the teacher on what they have learned in terms of knowledge and understanding, development of skills, and how their attitudes and values may have changed. This is carried out in a variety of formal and informal ways.

Staff review the programmes following delivery and make adjustments as appropriate.

Assessment

To be successful independent learners, pupils need regular opportunities to reflect on and identify what they have learnt, what needs to be learnt next and what they need to do to continue their learning. This may be to compare progress against their own starting point or that of others, or to measure their progress with reference to an external standard, such as end of key stage statements.

Teachers and other professionals need to be clear about the progress and achievements of the pupils they teach and how their learning might be improved.

Further guidance is available on:

PSHE association website

<http://www.pshe-association.org.uk/content.aspx?CategoryID>

National Curriculum 2014 website

<http://www.education.gov.uk/schools/teachingandlearning/curriculum/primary/b00199209/pshe>

<http://www.education.gov.uk/schools/teachingandlearning/curriculum/primary/b00199179/science->

Teachers report on personal and social development in the pupils' annual school report and will incorporate progress and achievement in HRE within this.

Procedures for Pupil Withdrawal from HRE

All aspects of HRE which address objectives from the National Science Curriculum are compulsory for all pupils.

Parents have the right to withdraw their children from part or all of sex and relationships education provided outside the National Science Curriculum. Parents wishing to withdraw their child should do the following:

1. Read the school's Sex and Relationships policy (available on the school website), schemes of work and review resources.
2. Discuss concerns with a member of the school's leadership team.

If parents/carers still wish to withdraw their child they will be asked to put their request in writing stating which part(s) of the programme they wish their child to be excluded from. Pupils who are withdrawn are expected to attend school as usual; they will be accommodated in another classroom during the withdrawn session. Parents/carers will be signposted to resources which will support them in preparing their children for puberty. (Appendix 2)

Confidentiality:

Staff follow the guidelines outlined in the Data Protection and Safeguarding policies on confidentiality, handling sensitive and controversial issues and supporting young people.

Teachers and other adults involved in HRE will sometimes hear disclosures that suggest a child may be at risk of abuse. If a concern arises, all adults are required to follow safeguarding procedures, as described in the school's Safeguarding Policy.

Links with Other School Documents

- Safeguarding Policy
- National Curriculum Statements (Statutory and non statutory)
- Equality Policy
- Data Protection Policy
- School Curriculum Plan
- Online safety policy

Appendix 1

Overview of HRE lessons at London Fields Primary School

Year One

	Learning outcomes
Lesson One: Keeping Clean	Know how to keep clean and look after one's body
Lesson Two: Growing and Changing	Know how people grow and change Understand that babies become children and then adults Know the differences between boy and girl babies
Lesson Three: Different families	Know there are different types of families Know which people we can ask for help

Year Two

	Learning outcomes
Lesson One: Differences between boys and girls	Talk about the ways boys and girls can be the same and different Understand that some people have fixed ideas about what boys and girls can do Describe the difference between male and female babies
Lesson Two: Differences between males and females	Describe some differences between male and female animals Describe some differences between boys and girls Understand that making a new life needs a male and a female
Lesson Three: Naming the body parts	Describe the differences between males and females Name the male and female body parts Discuss which of these body parts are 'public' and which of these are 'private'.
Lesson Four: Different Families	Know that all families are different and have different family members.
Lesson Five: Healthy relationships	Identify the different types of relationships. Know that relationships change over time. Identify what makes a good relationship and what makes a bad relationship. Know who to turn to for help.

Year Three

<p>Lesson One: Challenging Gender Stereotypes</p>	<p>Understand that males and females can do the same tasks and enjoy the same things Understand that there are different stereotypes (fixed ideas) about what males and females can do.</p>
<p>Lesson Two: Gender Stereotypes in advertising</p>	<p>Recognise gender stereotypes in advertising</p>
<p>Lesson Three: Differences between Males and Females</p>	<p>Identify the differences between males and females Name male and female body parts using agreed words Know which body parts are 'public' and which are 'private' and distinguish between 'good touches' and 'bad touches'</p>
<p>Lesson Four: Different Families</p>	<p>To know that all families are different and have different family members Understand that people sometimes have stereotypes (fixed ideas) about families</p>

Year Four

<p>Lesson One: Growing and Changing</p>	<p>Describe the main stages of the human life cycle Describe the body changes that happen when a child grows up</p>
<p>Lesson Two: Body Changes and Reproduction</p>	<p>Know that during puberty the body changes from a child into a young adult Understand why the body changes in puberty Identify some basic facts about pregnancy</p>
<p>Lesson Three: Puberty</p>	<p>Know the physical changes that happen in puberty Know that each person experiences puberty differently</p>
<p>Lesson Four: What is menstruation?</p>	<p>Understand how menstruation occurs. Know how to manage menstruation and where to get support.</p>
<p>Lesson Five: What is a healthy relationship?</p>	<p>Identify the different types of relationships. Know that relationships change over time. Identify what makes a good relationship and what makes a bad relationship. Know who to turn to for help.</p>
<p>Lesson Six: what makes you, you?</p>	<p>Know what stereotypes are and how to challenge them.</p>

<p>Lesson One: Talking about Puberty</p>	<p>Explain the main physical and emotional changes that happen during puberty Ask questions about puberty with confidence</p>
<p>Lesson Two: Puberty and Hygiene</p>	<p>Explain how to stay clean during puberty Describe how emotions change during puberty Demonstrate how to seek help and support during puberty</p>
<p>Lesson Three: Menstruation and Wet Dreams</p>	<p>Explain and ask questions about menstruation and wet dreams Describe how to manage periods and wet dreams</p>
<p>Lesson Four: What is a healthy relationship?</p>	<p>Identify the different types of relationships. Identify what makes a good relationship and what makes a bad relationship. Know who to turn to for help.</p>
<p>Lesson Five: Sexual identity and gender identity</p>	<p>Know the difference between gender identity and sexual orientation. Identify homophobic bullying and know who to turn to for help</p>
<p>Lesson Six: Diversity in the Media</p>	<p>Know and understand the term 'diversity' Consider the implications of a lack of diversity in the media.</p>

<p>Lesson One: Puberty and Reproduction</p>	<p>Describe how and why the body changes during puberty in preparation for reproduction. Talk about puberty and reproduction with confidence</p>
<p>Lesson Two: Relationships and Reproduction</p>	<p>Explain how babies are made Discuss different types of adult relationships with confidence</p>
<p>Lesson Three: Conception and Pregnancy</p>	<p>Describe the decisions that have to be made before having a baby Know some basic facts about pregnancy and conception</p>
<p>Lesson Four: What is a healthy relationship?</p>	<p>Identify the different types of relationships. Identify what makes a good relationship and what makes a bad relationship. Know what physical contact is acceptable and unacceptable. Know who to turn to for help. Know that sharing sexual images of a child is illegal</p>
<p>Lesson Five: Contraception, HIV and AIDS</p>	<p>Know that contraception can protect against HIV and AIDs and against pregnancy Know different types of contraception Know what HIV and AIDs are, who can get them, and how they can be passed on. Know the difference between HIV and AIDs</p>
<p>Lesson Six: Gender Stereotypes</p>	<p>Identify gender stereotypes Know the impact of gender stereotypes on society and self-esteem</p>
<p>Lesson Seven: FGM</p>	<p>Know what female genital mutilation is. Know that FGM is illegal in the UK and that it is illegal to take a child out of the UK to perform FGM. Know where to go for help.</p>
<p>Lesson Eight: Homophobia and transphobia</p>	<p>Know what homophobia and transphobia are Know the difference between gender identity and sexual orientation Know where to go for help</p>

Appendix 2

Babies: all about conception, birth and the first years

Usborne (2004) Meredith, S

Part of the Facts of Life series, this book traces the development of a baby from conception to birth and the first

years of life, and the effects of pregnancy on the mother.

Suitable for: 10 years and above

Format: Book

Cost: £5.99

Available from: <http://www.usborne.com/>

Great answers to difficult questions about sex: what children need to know

Jessica Kingsley (2010) Goldman, L

Book to help parents talk to their children about sex. Covers topics such as how babies are made, relationships, and puberty.

Suitable for: Early years, primary and secondary

Format: Book

Cost: £10.99

Available from: www.jkp.com/catalogue/book/9781849058049

Growing up: all about adolescence, body changes and sex

Usborne (1997) Meredith, S

Part of the Facts of Life series, this book covers puberty, sex, STIs and contraception.

Suitable for: 10 years and above

Format: Book

Cost: £5.99

Available from: <http://www.usborne.com/>

How are babies made?

Usborne (2000) Smith, A

Find out how a baby grows inside its mother – with the help of fantastic fold-out flaps. Bold cartoon-style illustrations show where a baby comes from, how long it takes to grow and what a newborn baby does, and flaps reveal hidden processes and amazing facts.

Suitable for: KS1

Format: Book

Cost: £4.99 + £3.50 P&P

Available from: www.usborne.com

Speakeasy: talking with your children about growing up

FPA (2009)

Based on the established SRE training course for parents and written in consultation with parents, this book is designed to help parents and carers talk to children of all ages about all aspects of sex and relationships.

Suitable for: All ages

Format: Book

Cost: £9.99

Available from: www.fpa.org.uk *A copy of this is available for loan from your school.*

Sex and relationships

Parentchannel.tv

Series of short videos for parents on talking to their children about sex and relationships and how best to provide support.

Suitable for: All ages

Format: Online films

Cost: Free

Available from: <http://www.parentchannel.tv/sexandrelationships>

What's happening to me? (girls)

Usborne (2006) Meredith, S

Illustrated guide to female puberty.

Suitable for: 9 years and above

Format: Book

Cost: £6.99

Available from: <http://www.usborne.com/>

What's happening to me? (boys)

Usborne (2006) Frith, A

Illustrated guide to male puberty.

Suitable for: 9 years and above

Format: Book

Cost: £6.99

Available from: <http://www.usborne.com/>

Websites

familylives.org.uk/

www.fpa.org.uk/

kidshealth.org/parent/growth/

cwpresources.co.uk

www.always-info.co.uk/lifestage/mums-with-daughters/pad/her-period-puberty/What-is-puberty-in-girls.aspx