



Grouville School Healthy Relationships Education Policy 2019



UNRC Article 3: Everyone who works with children should do what is best for each child.

UNRC Article 19: You should not be harmed and should be looked after and kept safe.

UNRC Article 36: You should be protected from doing things that could harm you.

This Policy should be read alongside other related policies: PSHE, Child Protection, Safeguarding, Digital Safeguarding and Confidentiality.

What is HRE?

"Healthy Relationships Education (HRE) is lifelong learning about physical, emotional, psychological, sexual and moral development. It is about understanding the importance of consistent, stable and loving relationships within the context of respectful, loving and caring family life." *States of Jersey, Education Department Policy, Sex and Relationships Education Policy, May 2016.*

At Grouville, our approach to HRE goes beyond the sole provision of biological information and largely focuses on developing positive attitudes and values, building confidence and self-esteem and equipping children with the skills to develop, manage and maintain healthy relationships.

Aims

The overall aims of the HRE teaching and learning are:

- To provide accurate information about, and understanding of, HRE issues.
- To equip all pupils with accurate, unbiased knowledge about healthy relationships and give pupils the opportunity to acquire life skills that will help them make good use of this knowledge.
- To give pupils opportunities to explore and respect their own and others' opinions, attitudes and values in order to help them develop their own, individual moral framework.

The objectives of HRE are:

- To provide the knowledge and information to which all pupils are entitled.
- To reinforce existing knowledge and to address any misconceptions.
- To raise pupils' self-esteem and confidence, especially in their relationships with others.
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To build the confidence to be participating members of society and to value themselves and others.
- To help gain access to information and support.
- To develop skills for a healthier, safer lifestyle.
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media.
- To respect and care for their bodies.
- To be prepared for puberty and adulthood.
- To be aware of same sex relationships.

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Morals and Values

Our approach to HRE will be conducted within clear morals and values based on the following principles:

- The value of stable and loving relationships.
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views.
- The development of relationships, including sexual relationships, based on mutual consent, rather than coercion.
- The right not to be abused by other people or be taken advantage of.
- The right of people to follow their own sexuality, within legal parameters.

We also believe that pupils have an entitlement to:

- Age and circumstance appropriate HRE.
- Access to help from trusted adults and helping services.

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 and take account of, and be sensitive to, different viewpoints but will not be based on personal bias. We endeavour to have an approach that is educational, rather than one based on propaganda.

Curriculum Delivery

HRE will be delivered through the PSHE and Science Curriculum. In PSHE, HRE curriculum content is delivered in the Summer Term across the whole school, based on a scheme called 'Clued up for Growing Up' written by Services for Education. This scheme of work demonstrates progression of healthy relationships across the key stages, tying in with the Jersey National Curriculum, PSHE Association and the UNCRC. Teachers use their professional judgement to adapt lessons from the scheme of work to suit the pupils and needs in their classes whilst still keeping to the objectives set to ensure consistency across year groups and progression for the whole school.

KS1

Year 1:

To identify and respect the differences and similarities between people	<ul style="list-style-type: none">• I can show the differences and similarities between me and other people• I know people can be similar or different to me
To recognise that boys and girls are the same in many ways but we are all special and unique	<ul style="list-style-type: none">• I can say what I am good at and recognise that other people have special abilities too• I know that everyone can be different but we are all equal

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Year 2: Keeping Safe by Ali Moffat

KS2

Year 3:

To use the correct vocabulary for parts of the body and to identify differences and similarities	<ul style="list-style-type: none">• I can use the correct vocabulary for parts of the body• I can identify differences between boys and girls
To recognise increasing responsibilities as children develop into adults	<ul style="list-style-type: none">• I can talk about how my responsibilities will change as I grow up.• I know that different age groups have different responsibilities.

Year 4:

To explore the human lifecycle (and name the different stages)	<ul style="list-style-type: none">• I can explain what the human lifecycle is and name the different stages.• I know that humans go through different stages as they grow.
To explore the emotional changes in puberty (and how to deal with them)	<ul style="list-style-type: none">• I can understand that puberty may make me feel lots of different emotions.• I know what emotional changes to expect as I go through puberty and who to talk to.

Year 5:

To explore the physical changes in puberty-	<ul style="list-style-type: none">• I can explain how our bodies change as we go through puberty.• I know that puberty causes my body to change in many ways.
To identify basic facts about pregnancy	<ul style="list-style-type: none">• I know some basic facts about pregnancy• I can name the main parts of the female and male reproductive system
To identify basic facts about the male and female reproductive system	
To consider the responsibilities of becoming a parent	<ul style="list-style-type: none">• I can describe and explain the responsibilities that parents have• I can name and describe some children's rights
To explore a range of different families	<ul style="list-style-type: none">• I can describe my family and explain why it is unique and special• I can describe other types of families and explain why they are unique and special
To identify professionals who can provide support for families	<ul style="list-style-type: none">• I can describe the roles of professionals such as midwives, health visitors, school nurses,

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family support workers and G.P.s and say how these professionals support families.

Year 6:

To explore emotional changes during puberty	<ul style="list-style-type: none">• I can list the ways in which puberty may affect my emotions and mood towards others.• I know that puberty affects my emotions and that this may have an effect on my actions and mood.
To understand the importance of good personal hygiene habits at and beyond puberty	<ul style="list-style-type: none">• I know that bacteria and viruses can affect health and that following simple routines can reduce their spread
To understand how babies are conceived	<ul style="list-style-type: none">• I know how babies are made
To recognise the traits of a healthy, positive relationship	<ul style="list-style-type: none">• I can say what makes a relationship happy and positive.• I know that as I grow I may have many opportunities

Methodology and Resources

A variety of interactive and participatory teaching methods will be used to ensure all pupils are fully involved. Planning and teaching resources that come with 'Clued up for Growing up' can be found on <https://www.servicesforeducation.co.uk/cluedup/> (password protected). All materials used for teaching HRE can be viewed on request by parents.

Answering difficult questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered and can be addressed later. Individual teachers must use their skill and discretion in these situations and refer to the PSHE Coordinator if concerned. Parents/carers will be consulted for guidance and support.

Dealing with questions

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- Teachers should set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which does not encourage giggling and silliness.
- Pupils should be encouraged to write down questions anonymously and post them in a question box; the teacher will have time to prepare answers to all questions before the next session, and will choose not to respond to any questions which are inappropriate.
- If a verbal question is too personal, the teacher should remind the pupils of the ground rules.

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- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- Pupils must not be given the impression that teenagers inevitably have sex; the view that sex should be between two people who are mature enough to make informed decisions should be emphasised.
- If a teacher is concerned that a pupil is at risk of sexual abuse the Headteacher should be informed and the usual Child Protection procedures followed.

Inclusion

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. To achieve this, the school's approach to HRE will take account of:

- **The needs of boys as well as girls** - We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying.
- **Ethnic and cultural diversity** - Different ethnic and cultural groups may have different attitudes to HRE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.
- **Varying home backgrounds** - We recognise that our pupils may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.
- **Special educational needs** - We shall take account of the fact that some pupils may have learning, emotional or behavioural difficulties or physical disabilities that result in particular HRE needs.

The designated HRE Subject Lead (Mrs Sam Hall) will maintain an overview of HRE provision and have overall responsibility for its development. This will include keeping up to date with developments and good practice, developing the provision to meet students' needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation.

Teaching staff All teachers are involved in the school's HRE provision. Some HRE is taught through the PSHE and C curriculum and some through Science. All teachers play an important pastoral role by offering support to pupils. Any teacher can be approached by a pupil who experiences a difficulty regarding healthy relationships issues. Teachers should use their professional judgement at this time

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and ensure that they do not put themselves in a compromising position. Any relevant information should be shared with the class teacher and the Child Protection Lead.

Non-teaching staff may be involved in a supportive role in some HRE lessons and also play an important, informal pastoral support role with pupils. They will have access to information about the HRE content and be supported in their pastoral role.

Parents/carers have a legal right to view this policy and to have information about the school's HRE provision. They also have a legal right to withdraw their children from dedicated healthy relationships education lessons if they wish (with exception to what is taught through the Science Curriculum). The school will seek and take account of parent/carer views and endeavour to adopt a partnership approach with parents/carers. Parents/carers in all year groups will receive information about the HRE content for their child's year group prior to the unit being taught. The school's approach to HRE will encourage dialogue between parents/carers and their children.

Outside agencies and speakers may be involved in inputting to HRE lessons. The school will only work with agencies and speakers who are appropriate to pupil needs. Staff will work in partnership with them and jointly plan their work within the school.

Pupils have an entitlement to age, maturity and circumstance appropriate HRE and to pastoral support. They will be actively consulted about their HRE needs and their views will be central to developing this provision.

Monitoring, evaluation and assessment

The programme is regularly evaluated by the HRE Subject Lead and is reviewed as part of the schools monitoring cycle. This might include lesson observations and reviewing of resources. Class teachers are responsible for assessing children's progress in HRE. This could be achieved by noting down comments in a discussion or through observation of a task. If teachers are concerned about a child's progression or about something that may have been said/divulged, they should speak directly to the HRE Subject Lead, Child Protection Lead or Headteacher where appropriate.

The HRE Subject Lead will:

- support colleagues with planning and teaching of HRE
- monitor and review the teaching of HRE throughout the school
- attend related inset in order to inform colleagues about new developments, ideas and resources in HRE
- audit and update resources

Updated by Sam Hall April 2019

To be reviewed April 2021

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