



## Health and Relationships Education (HRE) Policy



Clitheroe St James' CE Primary School

***You shall love your neighbour as yourself.***

Matt 22v39

Approved by:

Date:

Review date:

## Vision

The greatest commandment Jesus taught was to love God and to love your neighbour. Within this commandment is the foundation of the Christian view of relationships. At Clitheroe St James' Church of England School our relationship education seeks to live out this command and explore how we can 'love our neighbour' through what we say and do. Our school focusses on the importance of relationships and the qualities and character needed to sustain the best relationships that honour each other whether within a friendship, family relationship or romantic relationship.

Each child is a unique being, a child of God, loved and accepted. As such, our school seeks to enable children to develop through an inclusive programme of teaching that is based on Christian principles, which both respects the human body and seeks to ensure health and well-being.

## Aims

The aims of relationship and health education at Clitheroe St James' CE Primary School are:

- To ensure Health and Relationships Education is part of a child's broad, balanced curriculum, integral to the basic curriculum of the school and part of the child's all-round development.
- To enable pupils to understand the qualities of healthy relationships based on Christian principles, including the importance of marriage and lifelong commitments.
- To prepare children for healthy relationships in an online world.
- To understand how to stay safe, know the importance of boundaries and how to report abuse or feelings of being unsafe.
- Help pupils develop a positive and secure personal identity, a sense of their own value and feelings of confidence and empathy.
- Create a positive culture around issues of relationships.
- To ensure that all understand the importance of respecting others and accepting those who differ, yet challenging those behaviours and attitudes which exploit others and do not reflect Christian values.
- To know how to 'love your neighbour' even when we might disagree.

## Statutory requirements

This school complies with the requirements of the Equality Act and the Public Sector Equality Duty in addition to complying with the statutory guidance on Relationships Education, Sex Education (RSE) and Health Education

**Policy Development and Review**

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- 1. Review – PSHE Coordinator gathered all relevant information including relevant national, diocesan and local guidance and met with a PSHE Governors’ working party
- 2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- 3. Parent/stakeholder consultation – parents and any interested parties were invited to respond to a questionnaire about the policy
- 4. Pupil consultation – we investigated what exactly pupils want from their HRE through the School Council
- 5. Ratification – once amendments were made, the policy was shared with governors and ratified

This policy will be reviewed every two years using the above process, drawing on the views of pupils, parents, staff and the community at the time of review.

**Definitions**

Relationships Education is the programme of work that forms part of the basic curriculum. It covers all types of relationships including online, peer to peer, family and carer relationships. It also covers respect for others and staying safe

Health Education is a programme of teaching about puberty, physical health and fitness, healthy eating, mental wellbeing, drugs, alcohol and tobacco.

**Right to be excused from HRE**

Parents cannot withdraw their child from any part of Health and Relationship Education as this now forms part of the basic curriculum and is a requirement of the government’s statutory guidance

**Curriculum Delivery of HRE**

Appendix 1 outlines the curriculum overview for the school in relation to HRE showing which topics are taught in which years.

All content is adapted to meet the needs of pupils with special educational needs or disabilities and where specific adaptations are needed, they are detailed in the overview.

The school uses discussions and other activities during initial PSHE lessons to ascertain ‘where pupils are’ in terms of their knowledge and understanding of various subjects. The teaching programme will then be adjusted to reflect the composition of the class with regards to this. The school would always maintain a policy of flexibility

in order to adapt the curriculum if necessary to include human reproduction and birth in order to meet the individual needs of children, having first obtained parental consent.

**Difficult questions & sensitive issues in relation to HRE**

Our school’s Health and Relationships Education programme will provide opportunities for children to ‘talk honestly and openly’. At the same time, we have to respect the pace of children’s maturation. We feel that some topics are best postponed until the secondary school years. There are also sensitive or controversial topics over which some staff, parents and governors may have reasonable concerns.

If a child asks such a question, teachers will explain that this is a matter not dealt with in school, that the child should consult his/her parent for an answer. The school will normally seek to inform parents when such a question is asked.

In some cases, a question or request for advice may indicate the pupil to be at risk or in danger, in which case appropriate action will be taken in accordance with the school’s written policy and procedure for Child Protection. This also means that if a pupil puts a private question to a teacher or other member of staff and requests secrecy, no promise of secrecy or confidentiality will be given, but with the reassurance that any steps taken will always be in the pupil’s best interest.

**Roles and responsibilities**

**The governing board**

The governing board will approve the HRE policy and hold the headteacher to account for its implementation.

**The headteacher**

The headteacher is responsible for ensuring that HRE is taught in a carefully sequenced way within a planned programme.

**Staff**

Staff are responsible for:

- Teaching in line with the Church of England foundation of the school.
- Delivering HRE with sensitivity.
- Modelling positive attitudes to HRE.
- Responding to the needs of individual pupils.

Staff do not have the right to opt out of teaching HRE. Staff who have concerns about teaching HRE are encouraged to discuss this with the headteacher.

**Pupils**

Pupils are expected to engage fully in HRE and, when discussing issues related to HRE, treat others with respect and sensitivity.

Visitors

The headteacher may invite visitors, such as school nurses, to assist with the delivery of HRE or to train staff. Any visitors will follow the school policy and deliver in line with the Church of England ethos of the school.

Monitoring arrangements

The delivery of HRE is monitored through:

Monitoring of planning, work scrutinies and learning walks undertaken by the PSHE Coordinator supported by the PSHE Governor.

Appendix 1-Curriculum Overview

PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW — St James’ CE Primary School

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others’ needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Y	Positive friendships, including online	Responding to hurtful behaviour; managing confiden-	Respecting differences and similarities; discussing dif-	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money	Maintaining a balanced lifestyle; oral hygiene and dental	Personal identity; recognising individ-	Medicines and household products; drugs common to

		tiality; recognising risks online	ference sensitively			safe	care	uality and different qualities; mental wellbeing	everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

