



PARK HIGH SCHOOL

Healthy Relationships Policy

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HEALTHY RELATIONSHIPS POLICY (HE) 3.27

This policy covers our school's approach to **Healthy relationships (HE)** including **Sex education (SE)**. It was produced by Miss N Barker (PSHCEe Co-Ordinator) in consultation with the Senior Leadership Team and the Governors. It will be reviewed in a year's time.

Rationale:

The staff, governors and parents/carers of Park High School see Healthy Relationships education as an important part of a young person's development to ensure they grow up able to enjoy the positive benefits of loving, rewarding and responsible relationships. Young people need to develop knowledge and skills and to explore their own and others' values in order to make informed choices about their health and well-being. Healthy Relationships education supports the statutory requirements for schools to support pupil well-being and promote the social, moral, spiritual and cultural development of the child and the key aim of the national curriculum to prepare pupils for life. The policy supports articles 3, 12, 28, 29 of the UN Convention of the Rights of the Child.

On the first March 2017, the government laid an amendment to the Children and Social Work Bill which makes Relationships and Sex Education statutory in all schools from September 2019. It is expected that the provision is "age-appropriate, building knowledge and life skills over time in a way that prepares pupils for issues they will soon face" (DoE, *Policy Statement: Relationships Education, Relationships and Sex Education, and Personal, Social, Health and Economic Education*, March 17).

Policy formulation:

Under the Education Act (1993) and the Education Reform Act (1998) all schools are required to maintain a statement of Policy regarding Sex & Relationships Education and make it available to parents on request, free of charge. This policy complies with DfE Guidance on Sex and Relationships (0116/2000) and the supplementary guidance SRE for the 21st century 2014.

1. Background and availability

This policy should be read in conjunction with other school policies on equal opportunities, inclusion, safeguarding, PSHCEe, behaviour and anti-bullying, drugs, teaching and learning. The school acknowledges that our students come from a rich diversity of backgrounds expressing a wide spectrum of beliefs and values and we have sought to recognise the enrichment these bring to our community. **Healthy relationships education including sex education** is an integral part of the PSHCEe programme.

This policy will be available to parents through the school's website.

2. Aims and objectives of RSE

Aims:

Healthy relationships education is a part of our school's overarching aims and objectives to meet the universal entitlement of young people to learning that will enable them to live safe, fulfil and health lives. The programme also contributes to protecting children and young people by addressing specific national and local health priorities. **It helps students to develop knowledge, skills and understanding about the value of loving, diverse and stable relationships along with developing an understanding of their own sexuality and sexual health. The aim is to help young people lead confident healthy lives to enable them to be active citizens with due regard to the value of family life in all its forms.**

We believe it is important to address this area of the curriculum because of the aims and objectives set out below.

- Prepare students to progress from adolescence to adulthood with an awareness of the rights of others and develop the capacity to make choices in a caring and sensitive manner
- To promote healthy relationships as part of lifelong learning about growing up, dealing with emotions and managing personal relationships, sex, sexuality, and sexual health.

- To provide opportunities for students to develop values, attitudes, learn personal and social skills and increase knowledge and understanding to help them make informed decisions and take increasing responsibility for their health and wellbeing. This includes focusing on resisting peer-pressure, waiting for sexual intimacy and understanding consent.
- To contribute to the safeguarding of students and enable them to develop skills and confidence to access help and advice.
- To promote equality, inclusion and celebrate diversity with an awareness of their legal rights.

Objectives:

The Healthy Relationships education programme seeks to:

- Provide knowledge about loving relationships, including LGBT+ relationships, the nature of sexuality and the process of human reproduction which leads to the acquisition of understanding and attitudes in order to enable students to view their relationships in a responsible and healthy manner
- Help young people acquire a knowledge and understanding of physical and emotional development and the challenges of growing up
- Develop an understanding relevant to their age on human reproduction, sexual health, emotions and relationships
- Allow students to understand rights and responsibilities for self and others and to build self-respect and empathy for others
- Develop confidence and skills in communicating and managing feelings and relationships and respecting the differences between people
- Learn how to identify and manage risk and recognise consequences of their choices with a view to reduce the risk of exploitation, misunderstanding and abuse
- Understand the positive benefits of loving, rewarding, stable and responsible relationships based on mutual respect and to recognise the diversity of the term 'family' in a multi-racial and multi-faith society
- Develop an awareness of their gender and sexual identity and to challenge sexism, homophobia, biphobia, transphobia and prejudice in society
- Comprehend the range of attitudes and behaviours in present day society and making sense of information they may have picked up from the media and other influences/ sources
- Have an understanding of the responsibilities and pleasures of loving relationships, parenthood and family life
- Consider their own attitudes and to encourage them to make informed, reasoned and responsible decisions about the attitudes they will adopt both whilst they are at school and in life
- Empower students to be assertive and to make reasoned, informed and responsible choices and to recognise peer and social pressures and how to cope with them
- Present information in an objective, balanced and sensitive manner which has an awareness on the law on sexual behaviour including consent
- Understand the legal in relation to Equality, Abortion, FGM and Forced Marriage
- Be well informed on where they can ask for help and access advice and services.

3. Moral and Values Framework

By exploring and challenging attitudes and values, our students can be helped to develop a positive attitude to **relationships, sexual health and well-being**. This is because our programme promotes the values of;

- developing a positive values and moral framework that will support their decisions, judgements and behaviour
- developing a critical awareness of value systems represented in the media and amongst peers
- recognising and challenging all forms of prejudice, discrimination and bullying as harmful and unacceptable
- understanding that sexual intimacy involves strong emotions, and should involve a sense of respect for one's own and other's feelings, decisions and bodies
- understanding that all rights have responsibilities and all actions have consequences
- valuing truth, freedom, justice, human rights, respect for religious and moral values, the rule of law and collective effort for the common good.

4. Programme content for HE

While promoting the values above we will ensure that pupils are offered a balanced programme by providing a broad and balanced PSCEe curriculum which allows them to make their own well informed choices with an awareness of those which are broadly agreed to be 'acceptable' and 'unacceptable' and those where there are a broader range of acceptable viewpoints.

Healthy relationship education including sex education is supported by the school's wider curriculum for **Personal, Social, Health, Economic and Citizenship Education (PSHCEe)**. In this way, the school ensures that pupils:

- receive their sex education in the wider context of relationships and key values; and
- are prepared for the opportunities, responsibilities and experiences of life.

The PSHCEe curriculum is informed by the PSHE Association's Programme of Study and the National Curriculum for Citizenship. The **key concepts** of the PSHEe programme of study are:

- personal identities
- healthy lifestyles
- risk
- relationships
- diversity

Recent government policy suggests that statutory RSE provision will cover the following areas:

- different types of relationships, including friendships, family relationships, dealing with strangers and, at secondary school, intimate relationships
- how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships
- how relationships may affect health and wellbeing, including mental health
- healthy relationships and safety online; and
- factual knowledge, at secondary school, around sex, sexual health and sexuality, set firmly within the context of relationships

(DoE, Policy Statement: Relationships Education, Relationships and Sex Education, and Personal, Social, Health and Economic Education, March 17).

These concepts underpin the PSHCEe programme at Park High School and students need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding. Aspects of the programme will also be delivered which cover the requirements of

Key Stages 3 and 4 National Curriculum Science and DfE Guidance (*Sex and Relationships Education Guidance*, 2000). As well as being guided by the PSHE Programme of Study content suggestions, the RSE curriculum is also informed by documentation from Brook, PSHE Association and Sex Education Forum (2014) titled *Sex and relationships education (RSE) for the 21st century*. There is liaison with feeder primary schools to ensure progression from Year 6. The school has a spiral curriculum for HE that has been developed to include topics and issues appropriate to the age and maturity of the students, building on the learning from previous years. For example, in year seven and eight themes of identity, self-esteem and healthy/unhealthy relationships (across the spectrum) are considered. By year nine and ten they can begin to focus more specifically on romantic/sexual relationships including themes of peer pressure and staying safe. By year eleven this can broaden to include topics such as pornography, abortion and consent.

5. Organisation of HE

Healthy relationships education is taught within the science curriculum and as units of the PSHCEe programme. The programme is co-ordinated by the PSHCEe Lead. **All students within the school have equal access to HE including SE.**

- **Tutors and all those contributing to HE and SE will work within an agreed values framework as set out in this policy and where appropriate receive training**
- The PSHCEe programme is taught by form tutors using a variety of teaching styles. All staff are expected to establish and maintain ground rules to create a safe learning environment. Strategies to determine students' existing knowledge and needs are used including a baseline assessment at the beginning of each unit and lesson – these are constantly returned to too monitor progress and to tailor learning accordingly. Interactive distancing learning methods that support participation and encourage reflection are promoted including paired work, small group work, class discussion, questioning, drama, and distancing techniques e.g. scenarios, fiction, TV, DVDs.
- Questions from students will be answered honestly using the adult's professional judgement either in class or in a 1:1, and with regard to the age and maturity of the individual. Question or worry boxes are used to allow staff to filter through questions prior to answering them.
- Resources are carefully selected to meet the needs of our students and reflect our equal opportunities policy.
- Outside speakers are invited to assist the delivery of HE including SE where appropriate and will work within the principles of the school policy. A member of school staff will be present during these visits.
- The content of the programme will be flexible according to identified need and current issues.
- **Assessment** -elements of HE and SE that form part of the science curriculum will be assessed in accordance with NC requirements. The learning of other elements of HE and SE will be assessed as part of the overall PSHCEe programme. Assessment for learning strategies are used as part of whole school policy and help to track pupils' progress. Creative approaches are also used e.g. quizzes to assess knowledge; presentations; observations of group work; design of leaflets/cards; role play; repeated mind maps, and values continuum. Assessment methods will respond to the age and ability of the students. Summative assessment tasks are completed at the end of every PSHCEe unit including HE and SE modules. Two of these are are marked by tutors and formative diagnostic feedback provided with opportunities given in lessons for students to engage with this.

6. Monitoring and Evaluation

- The HE programme will be monitored through the review of planning, lesson observations undertaken by the PSHCEe Co-ordinator / members of the Senior Leadership Team, discussion at year team meetings and pupil focus groups including the work of the PSHCEe student advisory body.

- The implantation of this policy will also be monitored and evaluated through the normal processes of Departmental Review that apply to all areas of the curriculum.
- The HE and SE programme will be evaluated by the teachers and support staff, pupil evaluation at the end of each unit of work and through consultation with parents/carers. The findings of the evaluation will be shared with staff and will inform the future planning and review of the HE including SE provision.

7. Equal Opportunities

In the context of the school's Inclusion Policy RSE will foster self-esteem and self-worth in the learning environment through the demonstration of equal opportunities: that is a recognition, respect and celebration of difference and diversity. The learning experience is made relevant and accessible to all students within the school. This is achieved through strategies which include positive images in relation to disability, sexuality, adaptation of materials, and use of support staff where possible. See Equalities/Inclusion Policy for further information. The school complies with the new Equality Duty (Equality Act 2010). We will ensure that the HE programme is inclusive and respectful of all pupils' unique starting points.

8. Training

- We update staff development and training. This includes guidance on changes in the law which may affect the teaching of HE including SE and the handling of sensitive issues.
- CPD opportunities are given to staff through inset days, lunchtimes and afterschool and at tutor team meetings to help support them in their delivery of PSHCEe and with a specific focus on HE and SE.
- Several members of staff have gained the National PSHE CPD accreditation from Roehampton University with RSE as a specialist module.

9. Specific Issues

- **Safeguarding and confidentiality** Every member of staff has a copy of the Safeguarding /Child Protection Procedure and is guided by it. Staff attend regular training on safeguarding issues which is disseminated. Students must feel able to approach staff on confidential issues but all staff will follow the school's referral procedures which will be sensitively explained on the individual student's initial approach. Confidentiality is discussed with students when establishing ground rules in lessons. Staff cannot offer students or parents unconditional confidentiality. Any concerns must be referred to a designated child protection co-ordinator.
- **Student Withdrawal Procedure** In line with the 1996 Education Act, parents/carers have the right to withdraw their children from RSE except those aspects which are part of National Curriculum science. Parents/carers wishing to withdraw their children from RSE lessons are asked to contact the PSCHEe lead to discuss the issues of concern. If parents/carers still wish to withdraw their child they will be asked to write to the Headteacher with further details. Students who are withdrawn will be given a supervised venue for private study and parents provided with material from the DfEE to use with their child at home.
- **Contraception** and information on national and local health services are part of the content of the HE and SE programme. Individuals asking specific questions about contraception can be given general information and be told where advice is available to them. Staff who feel that a pupil may be at risk will refer to the Head of Year who will take steps to support the needs of the individual. (Teaching about STIs and HIV are a statutory requirement for secondary schools).
- **Bullying** - see anti-bullying policy

10. Dissemination of the HE Policy

The policy is included in the staff handbook. A summary for parents/carers is included in the prospectus. There will be opportunities for parents/carers to be consulted about changes. A full updated policy is available on the school website.

11. Involvement of parents and carers

We are committed to working with parents and carers. We will offer support by signposting the material and resources which will be used with students and are made accessible on Canvas. The website outlines the schemes of learning each year group receive. Miss Barker can be contacted at any time regarding PSHCEe provision. **The website communicates to parents about their right to withdraw their children and the protocol for doing so.**

This policy has been developed in consultation with students, staff, governors, parents/ carers.

Headteacher:

Chair of Governors:

Student Representative:

Date:

The policy will be reviewed in July 2019

Changes to make: