



## Health and Relationships Education (HRE) Policy



Clitheroe St James' CE Primary School

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

Matt 22v39

## **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 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

The curriculum overview for the school in relation to HRE outlines 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.

## **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.

