Healthy Relationships Education Policy

| Approved by the PRU Management Committee on: | 
| Agreed at SPA: | 
| Responsible person: | Sunil Vyakaranam/Maxine Bird |
| School’s annual review date: | July 2019 |
| Next review date: | July 2020 |

BACKGROUND

As a school with a potentially transient population, we aim to provide an environment which is focused on the physical, emotional, social, cultural, moral, intellectual and spiritual development of our pupils. The importance of stable loving relationships based upon respect, trust, love and care is emphasised within the context of a modern changing society. SRE at COBS encourages the personal development of pupils as well as integrating SMSC, the school’s Safeguarding Policy and Safer Recruitment in Education Guidance 2007. This policy was reviewed in light of the Ofsted report 2013, ‘Personal, Social and Health Education in English Schools.’

Legislation in 1996 and 2000 dictates that it is statutory for some parts of sex education to be taught to all pupils of primary and secondary education through the Science curriculum (biological aspects of puberty, reproduction and the spread of viruses). There is also a separate requirement for secondary schools to teach about HIV, AIDS and sexually transmitted infections to secondary aged pupils. The broader topics of sex and relationships contained in the PSHE non-statutory guidance are not compulsory but are strongly recommended. The 2010 Schools White Paper, ‘The Importance of Teaching,’ stresses the government’s continued commitment to SRE.

AIMS:

- To promote a knowledge and understanding of physical and emotional development
- To develop respect for self and others and a sense of personal responsibility
- To encourage personal development and develop positive self-esteem and confidence into and throughout adolescence
- To encourage skills, attitudes and values that will allow students to manage their personal development from birth to adulthood, making positive, healthy choices
- To help students with the physical, moral and emotional challenges of growing up
- To provide students with skills to keep safe
• To develop an understanding of positive, loving relationships and the importance of a stable family life
• To inform students about the processes of human reproduction
• To enable students to be assertive, informed and in a position to make responsible choices, thus protecting themselves from potential exploitation and abuse
• To promote a positive attitude towards a range of sexual orientation within relationships whilst understanding the similarities and differences between people

OBJECTIVES:
• To inform pupils about the processes of puberty, sexual intercourse and human reproduction and to present them with factual information about sexual health
• To develop positive values and a moral framework that will guide pupil decisions, judgements and behaviours
• To enable pupils to be assertive, to make well informed, reasonable and responsible choices
• To understand the arguments for delaying sexual activity
• To provide knowledge about loving relationships and the importance of a stable family life
• To discuss the nature and range of sexuality in society whilst respecting the diversity of others
• To develop pupils’ research skills to locate and interpret information from a range of sources
• To ensure that pupils know how and where to access additional support if needed
• To identify high risk behaviours that could lead to unwanted pregnancies, sexually transmitted infections or risks to personal safety of self and others
• To understand that in some relationships domestic violence and other types of abuse will put individuals at risk and there are support mechanisms to help victims
• To ensure pupils understand the legal position regarding the age of consent, safe sex, acceptable behaviour and confidentiality
• To understand what is meant by sexual exploitation whether at home, in the community or on the internet
• To understand the expectations that different cultures may place on youngsters and how they might impact on the lives of youngsters

CONFIDENTIALITY:

Teachers cannot guarantee 100% confidentiality to pupils. This should be made clear to pupils at the start of the programme and on a regular basis. If a pupil discloses information which causes a member of staff to have concerns for the child’s safety, the member of staff will adhere strictly to the School and LA Safeguarding procedure and by law must pass the information onto the Designated senior Leader (DSL) for Safeguarding immediately. Further guidance for staff on this issue can be found in the COBS Safeguarding and Child Protection policy,

PROCESSES:
• The SRE curriculum will be adapted via delivery and resources for SEND pupils
• Any inappropriate (e.g. homophobic, personal or sexist) comments will be challenged and dealt with in line with the anti-bullying policy where necessary. Inappropriate language will be challenged and corrected and the biological terminology taught
Primary pupils will be taught SRE through Science, PSHE and topic work with their class teacher.

Secondary pupils will be taught SRE through PSHE and Science lessons, although it is recognised that all subjects will have embedded SMSC and the safeguarding of pupils.

Recognising the transient nature of our pupils, we will provide regular opportunities for the teaching of SRE and also targeted work based on need.

A range of teaching methods and strategies will be used that encourage open discussion within a supportive learning environment based upon a set of agreed ground rules.

CPD will be provided via the PSHE Group which is led by the PSHE co-ordinator and overseen by a member of the SLT. The COBS school nurses can also contribute to the overall delivery of SRE. We may also include interventions via specialist theatre groups.

Parents/carers will be informed about SRE teaching during induction. Statutory and non-statutory elements will be made clear. Parents / carers may choose to withdraw their children by writing to the HOC. This will be recorded and alternative provision made within existing resources where possible.

EQUAL OPPORTUNITIES:

The COBS SRE policy and programmes reflect the ethos of the service. All members of staff are committed to providing a secure, non-judgmental environment in which to learn, irrespective of gender, ethnicity, family circumstances or social background. SRE programmes aim to engage both genders. Teachers plan activities to provide a variety of teaching styles to meet the learning needs of all pupils.

MONITORING AND EVALUATION:

The content and delivery of the SRE programme will be monitored and evaluated by the PRU Management Committee, SLT, the PSHE Co-ordinator and Centre’s PSHE and Citizenship subject team members, Science lead teacher and subject team members and Head of Centre. Evaluation of the programme will take place through lesson observation, staff feedback and review of students’ work, ongoing scrutiny by LT, impact measures and action plans. Pupils have an important part to play in the evaluation process of SRE delivery and content. Their opinions are sought following delivery and they are able to express their views in a variety of ways, i.e. through Centre Council meetings/pastoral sessions.

The views of parents/carers are canvassed through formal reviews, parental questionnaires, parent representation on the PRU management committee and through normal communication channels between parents/carers at the Centre.