



## Healthy Relationships Education (HRE) / Sexual Relationship Education Policy (SRE)

### Document Control Information

Version	DATE	DESCRIPTION
1	24/01/2013	Created by Mary Rome
2	06/01/2016	Full review by Nicky Rees including change of name from SRE Policy
3	22/02/2016	Change to name the Teaching & Learning Committee
4	22/01/2018	Updated in line with current practice

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Responsibility	Nicky Rees
Committee	Teaching & Learning
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Signed	R Mahony

## **Introduction**

Foundry College is committed to teaching and supporting all pupils to make informed decisions and manage their health, social and emotional wellbeing. This is done in partnership with parents, carers and other agencies, in order to allow our pupils to flourish and participate in life in all its fullness.

Healthy relationships play a crucial role in pupils' health, wellbeing and preparation for adult life in society. Healthy Relationships Education can be enhanced by a supportive and inclusive ethos, where all are valued and encouraged, positive relationships are seen as important and there is a safe and respectful environment in which to learn.

Foundry College provides a caring and supportive environment in which to explore and develop social and emotional wellbeing. Staff members ensure safety is paramount and that positive relationships are nurtured. Self-esteem is encouraged and accurate information is given in order to allow pupils to make informed choices for a healthy lifestyle.

## **Aim of the Healthy Relationships Policy**

The aim of this policy is to communicate to staff, Management Committee, parents, carers, visitors and pupils the manner in which Healthy Relationships Education will be delivered and supported at Foundry College, in accordance with the Department for Education's *Sex and Relationship Education Guidance 2000*.

## **What is effective Healthy Relationships Education?**

Effective Healthy Relationships Education is essential if young people are to make responsible and well informed decisions about their lives. It is part of lifelong learning about sex, sexuality, emotions, relationships and sexual health. It promotes the spiritual, moral, cultural, mental and physical development of pupils at the college as well as preparing them for the opportunities, responsibilities and experiences of later life.

At Foundry College, we believe effective Healthy Relationships Education incorporates three main aspects:

### **1. Attitudes and Values**

Pupils are helped to examine their own and other people's attitudes and values, particularly related to sexual matters, and to respect the rights of others to their own opinions. Healthy Relationships Education can help pupils to develop a positive self-image and high self-esteem, responsibility and the ability to make informed decisions. We aim to be inclusive and to ensure that sexual orientation and gender reassignment are dealt with in an open and sensitive manner to ensure equality of opportunity. In addition, with advances in technology and its use, the risks around inappropriate use of social media, online bullying and harassment, sexting, grooming and exploitation will be explored.

### **2. Personal and Social Skills**

Healthy Relationships Education encourages the acquisition of skills so that pupils' relationships with others can be positive, fulfilling and respectful. It helps them learn to manage emotions and relationships confidently and sensitively, develop self-respect and empathy for others, as well as learn to make choices based on an understanding of difference and with an absence of prejudice.

Pupils are provided with opportunities to develop communication skills and assertiveness within a range of different situations, to develop an appreciation of the consequences of choices made and recognise and avoid exploitation and abuse.

### **3. Knowledge and Understanding**

Pupils will gain knowledge and understanding of physical development at appropriate stages, the range of sexuality, emotions, different types of relationships, reproduction and sexual health including consent, contraception and abortion, as well as gender issues, prejudice, stereotyping and sex and the law. Healthy Relationships Education can provide an objective and balanced view of sexual matters, correcting any misinformation pupils may have gained, in addition to giving them the information and understanding they need, in accordance with their background and beliefs.

#### **What is the moral and values framework of Healthy Relationships Education?**

It is expected of teachers that their personal beliefs and attitudes will not influence their teaching of Healthy Relationships. They will address pupils' questions with due regard to the beliefs and values of the pupil's family. The teaching of Healthy Relationships respects and refers to the beliefs of the pupil's home background. Healthy Relationships is also part of the college's provision for Spiritual, Moral, Social and Cultural development. It encourages each pupil to develop confidence and a clear awareness of their own beliefs and values and also to develop mutual understanding and respect for the diverse beliefs and values of others.

#### **How is Healthy Relationships Education organised?**

Healthy Relationships is not an isolated subject: it permeates the whole college curriculum, the ethos of the college, the pastoral system and is informed by the role models given by teachers. Opportunities should be used as they occur for answering pupils' questions and exploring issues as they arise. The College is supported by the School Nurse who visits regularly and meets with individual pupils to provide bespoke support and guidance on matters of their sexual health and relationships.

All subjects, but particularly Citizenship, Human Biology and English, provide a focus for exploring some elements of Healthy Relationships. The Community and Wellbeing Deputy Head Teacher alongside the Raising Standards Deputy Head Teacher co-ordinate Healthy Relationships Education and are jointly responsible for the overall planning, implementation and review of the programme.

#### **How does Healthy Relationships Education relate to Equal Opportunities?**

The college's policy for equal opportunities also underpins the teaching of Healthy Relationships. Healthy Relationships Education can act as a basis for promoting equality between individuals and groups.

We work to ensure that our Healthy Relationships Education is relevant and accessible to all our pupils, is appropriate for all levels of understanding and maturity and is respectful of how pupils choose to identify themselves, their sexual orientation and gender identity (emerging). This means that Healthy Relationships Education is sensitive to the different needs of individual pupils and may evolve and adapt over time.

#### **How is Healthy Relationships Education taught?**

The college recognises the need to begin with pupils' own experiences, beliefs and values and, therefore, places a high importance on creating a supportive and secure atmosphere where they can

develop the confidence needed to talk, listen and think about healthy relationships. This is underpinned by the following:

- Clear ground rules established by all parties, understood by all and covering rights to respect and boundaries;
- The use of clear and appropriate language that avoids misunderstanding, prejudice and assumption of experience;
- The use of distancing techniques, including DVD, case studies and opportunity to participate in role play, if appropriate;
- The ability to provide a safe environment to deal with unexpected questions, comments and sensitive issues.

The college recognises that some aspects of Healthy Relationships Education are a whole college concern and that some aspects can be covered by subject teachers across the curriculum. The college leads the programme but works in partnership with other professionals.

Health professionals compliment teaching by:

- Providing specific and up-to-date knowledge about sexual health and wellbeing and contraception;
- Making links between college and other relevant professionals, family planning and sexual health clinics;
- Telling pupils about the health services available in their areas and developing the confidence and skill to make use of them;
- Providing monthly confidential Healthzone sessions for pupils to discuss health concerns.

### **Right of Withdrawal**

Healthy Relationships Education is part of all pupils' education and it is hoped that all will participate. However, the college acknowledges that, under the Education Act 1993, parents have the right to withdraw their child from all or part of the Healthy Relationships Education programme except for that part which occurs in the National Science Curriculum.

Parents need to be aware, however, that Healthy Relationships Education can occur at any time if it arises naturally from class discussion. They also need to consider whether they want their child withdrawn from all Healthy Relationships Education or just that part which deals explicitly with sexual intercourse and related issues.

Discussions on feelings, values and relationships may well not be of concern. Parents wishing to exercise that right are asked to make an appointment to meet the Community and Wellbeing Deputy Head Teacher to discuss their concerns. However, the college recognises that they are under no obligation to do so. In cases of withdrawal alternative arrangements will be made.

### **Child Protection**

Any member of staff having any reason to believe that a pupil is, or may have been, sexually abused or is at risk of sexual abuse, is required to immediately inform the designated safeguarding lead, who will then implement the college's Child Protection procedures.

### **Procedure for Monitoring and Evaluating**

The policy and teaching programme will be reviewed every 2 years, based on the outcome of monitoring and evaluation. The Senior Leadership Team will take a key role in monitoring the progress of the policy. Evaluation may include:

- Pupils' responses to teaching content and methods;
- Teachers' responses to teaching content and methods;
- Evidence of pupils' increased self-responsibility and respectful attitudes to the opposite sex monitored by the Senior Leadership Team;
- Decrease in recorded instances of expressions of homophobia, bullying, sexist graffiti, casual use of derogatory language, particularly with sexual or gender meanings, monitored by the Senior Leadership Team.