



Broughton Hall Catholic High School

EDUCATION FOR PERSONAL RELATIONSHIPS POLICY

POLICY FORMATION AND CONSULTATION PROCESS

The PSHE Co-ordinator and Curriculum Manager are jointly responsible for the personal relationships education policy. The following stages were undertaken:

- the previous personal relationships education policy was reviewed by the curriculum sub-committee
- the PSHE Co-ordinator consulted with the LA PSHE Adviser
- the curriculum sub-committee made final amendments to the policy to meet the requirements as outlined in the Sex and Relationship Education Guidance (DFES, 2000); Not Yet Good Enough (OFSTED, 2012) and Sex and Relationships Education for the 21st Century (Brook, PSHE Association, Sex Education Forum, 2014) to ensure that personal relationships education is taught in the context of current relevant legislation including the Equality Act (2010) and the Children Act (2004)
- the policy was adopted by the full governing body on **14th March 2018**.

The following issues were considered:

- aims of the personal relationships education programme
- moral and values framework
- content of the programme
- delivery of the programme
- teaching approaches
- use of visitors
- disciplinary procedures
- counselling and support
- monitoring and review of the programme

AIMS OF EDUCATION FOR PERSONAL RELATIONSHIPS

Broughton Hall Catholic High School believes that personal relationships education is an education entitlement of all pupils and an integral part of each pupil's emergence into adulthood. We aim to:

- provide high quality relationship and sex education that is inclusive, relevant and accessible to all so that pupils can make wise and informed choices
- provide information for pupils and their parents
- encourage pupils to make responsible decisions about the relationships they form with others

Reviewed: March 2018

Next Review: March 2019

- develop skills of assertiveness, communication and:
- explore feelings and attitudes such as love, anger, trust, respect, sadness and grief
- help pupils to examine their own attitudes and values
- explore issues around CSE including grooming and sexting
- foster self-esteem, positive self-image and confidence which are important aspects of decision making behaviour.

The aim of this policy is to clearly communicate to staff, parents, visitors and pupils

- the manner in which personal relationships education will be delivered in this school
- the framework for the delivery of effective personal relationships education
- the support network available

Other school policies which have relevance to personal relationships education are:

- PSHE and Citizenship
- Drug education
- Confidentiality
- Safeguarding
- Anti-bullying
- Teaching and Learning
- SEND
- Equal Opportunities
- Behaviour for Learning
- RE
- Science
- ICT

MORAL AND VALUES FRAMEWORK

The Catholic ethos of the school strives to demonstrate that we respect and value every member of the school community. Pupils will be encouraged to consider the importance of the following values, which are derived from the schools' value system:

- respect and valuing themselves and others
- understanding and sensitivity towards the needs and views of others
- responsibility for their own actions
- responsibility to their family, the school and the wider community

EQUAL OPPORTUNITIES

Broughton Hall Catholic High School is committed to working towards equality of opportunity in all aspects of school life. The school aims to ensure that teaching and learning is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT) as required by the Equality Act (2010).

All resources and methods have been checked against the following equal opportunities criteria:

- Is it likely to appeal to its proposed audience?
- Is it consistent with our agreed policy aims and objectives?

Reviewed: March 2018

Next Review: March 2019

- Is it appropriate for the needs of our students in terms of language and images, attitude, maturity and knowledge required?
- Does it patronise or respect its audience?
- Does it enable us to take pupils emotional and intellectual readiness into account and link this to new learning?
- Does it avoid racism, sexism and other forms of stereotyping?
- Could the resource be adapted or extended to suit the needs of our students?
- Do we feel comfortable about using this resource?
- Do we feel there is an undue bias in this resource?
- Is it factually correct?
- Will any staff training be needed?
- Is it well designed, flexible, durable, easy to use and store?
- Does it conform to the legal requirements for personal relationships education?

RESOURCES

All resources are regularly reviewed and updated in line with the education aims of this policy and reflect points from Sex and Relationships Education (SRE) for the 21st Century (2014). Resources used:-

- Support the aims of personal relationships education
- Are factual and up to date
- Are inclusive and appropriate to the needs of the pupils
- Offer a range of activities that encourage active and participatory learning methods
- Give accurate and balanced facts, not aiming to shock or horrify
- Meet statutory and non-statutory learning outcomes
- Cross reference to target age, National Curriculum Key Stages and cross curricular subjects
- Provide guidance on the knowledge, understanding and skills required to deliver the materials

CONTENT

Personal relationships education provides knowledge, and encourages the acquisition of skills and attitudes which allow pupils to manage their lives in a responsible healthy and safe way. The programme will be spiral in nature and include the following topics:

Key Stage 3:

Puberty, personal safety, friendship and love, family life and relationships, gender issues, conception and birth, contraception, STIs, HIV/AIDS, safer sex, sexuality, support agencies, sex and the law, life stages, consent, FGM, sexual exploitation, healthy relationships, pornography, sexting and grooming.

Key Stage 4:

Birth processes, breastfeeding, abortion, fostering and adoption, genetic inheritance, early parenting, sexually transmitted diseases including HIV/AIDS, sexual lifestyle, consent, sexuality, support agencies, prejudice and stereotyping, different faiths and cultures.

Detailed information can be found in the scheme of work.

ASSESSMENT AND EVALUATION

Elements of personal relationships education within the Science curriculum will be formally assessed. PSHE teachers are required to assess pupil work and complete topic evaluation sheets provided by the PSHE Co-ordinator.

ORGANISATION

Personal relationships education is co-ordinated by the PSHE Co-ordinator who is responsible for the overall planning, implementation and review of the programme.

Delivery is through:

- planned aspects within the PSHE, Science, ICT and Religious Education curricular
- addressing moral and ethical issues which may arise from apparently unrelated topics in all National Curriculum subjects.
- Health Days and TIE which are supported by external agencies i.e. Bambi (NHS), Armistead, Catch 22 and Life.

A variety of teaching approaches are used to:

- provide pupils with relevant information
- enable moral issues to be explored through discussion
- acquire appropriate skills

Details can be seen in the scheme of work.

Pupils are taught in mixed ability groups.

A wide range of teaching resources are available to teachers and for inspection by parents/carers through the co-ordinator.

With regard to personal relationships education it is important that staff feel comfortable with the subject matter. Only appropriately trained staff will be involved and will be supported through an in-service training programme. All staff are requested to teach within the school's value framework as outlined and not allow their personal beliefs and attitudes to influence the teaching of personal relationships education within the PSHE framework.

SPECIFIC ISSUES STATEMENTS

It is an offence for a teacher to have a sexual relationship with a full time pupil in the same school.

The following issues may occur as part of personal relationship education. Staff, parents and pupils need to be aware of the school's procedures.

Confidentiality and advice

Pupils will be made aware that some information cannot be held confidential, and made to understand that if certain disclosures are made certain action will ensue. At the same time pupils will be offered sensitive and appropriate support. These procedures will be adhered to by all adults.

Disclosure of suspicion of possible abuse

The school's safeguarding procedures will be followed.

Disclosure of pregnancy or advice on contraception to under 16s

It is hoped that the following procedure will ensure that pupils who are in difficulty know that they can talk to an adult in the school and that they will be supported.

Information and guidance will be sought from a health professional. The school will always encourage pupils to talk with their parents/carers first. Pupils should be asked whether they can tell their parents/carers and whether they want help in doing so. If this takes place subsequent responsibility then lies with the parents/carers. It will need to be checked.

If pupils refuse to tell their parents/carers the adult should refer them to a health professional. The adult should report the incident to the Lead Safeguarding Officer (Mrs Debbie Lodge) who will consult with the health professional and Head Teacher about informing the parents/carers.

Working with parents and pupil withdrawal procedures

The school is committed to working in partnership with parents/carers. Under the 1993 Education Act parents have the right to withdraw their children from all or part of the personal relationships education programme except for those parts included in the statutory National Curriculum. Parents/carers wishing to exercise that right are asked to make an appointment with the Curriculum Manager or the PSHE Co-ordinator to discuss their concerns. They will discuss the possible impact that withdrawal may have on the pupil and they will talk with the parents/carers about the pupil's possible negative experiences or feelings that may result from exclusion and ways which these can be minimised. Once a child has been withdrawn they cannot take part in later personal relationships education without parental approval.

Complaints Procedure

Any complaints about the personal relationships education curriculum should be made to the Curriculum Deputy Head who will report to the governors via the link governor (Mrs Buckley).

HIV/AIDS, Contraception, Abortion and Sexuality

As part of the personal relationships education programme issues of HIV/AIDS, contraception, abortion and sexuality are addressed. Facts are presented in an objective and balanced manner, with pupils being encouraged to consider their attitudes and values within the moral framework outlined earlier. They will be made aware of the difference between fact, opinion and religious belief.

Family life

The value of family life is an important aspect, which will be approached largely through a consideration of the qualities and relationships between the group of people, with an emphasis on stability, respect, caring and support.

Outside Agencies

Outside agencies e.g. Life, Armistead will be used to support and assist the teachers in the development of classroom-based work. They are used to support annual health days and are required to work within the school's moral framework outlined earlier.

HIV/AIDS Policy

The school follows the procedure outlined by the Local Authority and City Council with regard to supporting pupils or staff infected or affected by HIV/AIDS. See relevant document.

DISSEMINATION OF THE POLICY

The full policy and curriculum programme are available to parents/carers, the LA and OFSTED on request through the Head Teacher, PSHE Co-ordinator and Curriculum Manager.

EVALUATION, MONITORING AND REVIEW

The programme of study will be evaluated on an annual basis reflecting both teacher and pupil feedback. The purpose of evaluation is to inform the development of the programme of study. The personal relationships education provision will be monitored by the Curriculum Deputy in consultation with the PSHE coordinator.

An annual report will be made to the governors.

The nominated governor Mrs M Buckley will have a link role between the school and the Governing Body.

This policy is scheduled for review in 12 month's time.