

GISBURN ROAD C.P. SCHOOL BARNOLDSWICK

HRE POLICY



DATE AGREED: MARCH 2025

REVIEW DATE: MARCH 2027

Gisburn Community Primary School HRE Policy

Our Aims

The aim of Health & Relationships Education (HRE) is to provide learners with age appropriate information, allow them to explore attitudes and values and develop skills in order to empower them to make positive decisions about their health and relationships. We teach relationships education in the context of our aims and values which is part of our wider Spiritual, Moral, Social and Cultural (SMSC) education. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society.

Objectives of Health & Relationship Education at Gisburn Road Community Primary

- starts early and is relevant to pupils at each stage in their development and maturity
- partnership between home and school
- sufficient time to cover a wide range of topics
- inclusive of difference and challenges stereotypes and prejudice
- respects the views of other people
- develops an awareness of personal safety including what they should do if they are worried
- ensures that all children are assertive and have the confidence to say and do what is right
- understands the dangers associated with online technologies and develop strategies to keep safe
- contributes to a better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence
- promotes positive relationships with others, involving trust and respect
- recognises the importance of a committed, long-term, and loving relationship and the importance of family life
- learn the importance of self-control and cope with the influences of their peers and the media
- challenges body image and stereotypes, particularly in the media, and promotes respect and care for their bodies
- includes the acquisition of medically and factually correct knowledge
- prepares them for puberty and adulthood
- helps pupils gain access to information and support
- uses active learning methods - is rigorously planned, assessed and evaluated
- ensures children's views are actively sought to influence lesson planning and teaching

What is HRE?

Effective HRE is essential if young people are to make responsible and well-informed decisions about their lives. The objective of relationship education is to help and support young people through their physical, emotional and moral development. It will help them to learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

Why is HRE important?

High quality relationship education helps create safe school communities in which pupils can grow, learn and develop positive, healthy behaviour for life. It is essential for the following reasons:

- HRE plays a vital part in meeting schools' safeguarding requirements. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty and young people want to learn about relationships.

Preventative Curriculum

Schools are seen as having an important role in the delivery of the preventative curriculum; teaching children the knowledge and skills they need to protect themselves from all forms of abuse and understand how to keep themselves safe.

It is suggested that abuse is still underreported by children. This is a problem that is often compounded by barriers to seeking help, including not being listened to or believed by adults or not having the terminology to explain what is happening.

Abuse is one of the very worst things that can ever happen to a child, but it's not always easy to pick up the signs and often a child might not even know that what's happening is wrong. Our curriculum aims to help teachers, parents and children to address some of these issues. This supports the preventative curriculum and our legal obligation to safeguard and promote the welfare of our pupils.

At GRCPS, we provide children with the skills to recognise abusive behaviour and understand that abusive relationships are never acceptable or right. We support our children by:

- Introducing a whole school ethos that demonstrates that abuse in all its different forms is unacceptable
- Responding to disclosures and child protection concerns quickly and efficiently
- Promoting a listening school ethos
- Offering appropriate support for children and staff dealing with abuse
- Offering children opportunities to build self-esteem and confidence and to develop respectful relationships
- Working with outside providers to develop a broad range of curriculum enhancement activities
- Covering how children can keep safe within the PSHE curriculum
- Participating in high quality Child Protection Training for all staff
- Highlighting children's rights and responsibilities

Class teachers teach HRE through different aspects of the curriculum. While we carry out the main relationship education teaching in our PSHE curriculum, we also teach some relationships education through other subject areas (for example Science, PE and Computing) where we feel it contributes to a child's knowledge and understanding, including of his or her body, and how it is changing and developing. All maintained schools must teach the following as part of the National Curriculum for Science. At Key Stages 1 and 2, this includes teaching about the main external body parts and changes to the human body as it grows from birth to old age, including puberty. There is no right to withdraw from the National Curriculum. [Non-statutory guidance shown in brackets.]

Our curriculum is clearly mapped out to ensure that sensitive topics are taught in an age appropriate way with clear progression. The views of parents and children have been sought and the policy has been agreed by staff and governors. The table below outlines the topics taught by the end of each phase.

Key Stage 1 National Curriculum Science:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults.
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
- [They should also be introduced to the process of reproduction and growth in animals.]
- [The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.]

EYFS & Key stage 1	Lower Key Stage 2	Upper Key Stage 2
<p>My Body</p> <ul style="list-style-type: none"> -keeping clean/external body parts (the importance of and how to maintain personal hygiene) -that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) -how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading 	<p>My Body</p> <ul style="list-style-type: none"> -External body parts -Keeping clean and not spreading germs -to know that bacteria and viruses can affect health and that following simple routines can reduce their spread -to judge what kind of physical contact is acceptable or unacceptable and how to respond 	<p>My Body</p> <ul style="list-style-type: none"> -to know how their body will, and their emotions may, change as they approach and move through puberty -To know about human reproduction -understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers
<p>Life Cycles</p> <p>Different ages / Looking after babies</p>	<p>Life Cycles</p> <p>Growing up and getting older – how people's needs change / Me, myself and I / Birth of a baby</p>	<p>Life Cycles</p> <p>Animal reproduction/ Multiple births / How babies are born</p>
<p>Healthy Life Choices</p> <ul style="list-style-type: none"> -to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences -what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health 	<p>Healthy Life Choices</p> <ul style="list-style-type: none"> -how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' -to know about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe -to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others -why and how rules and laws that protect them and others are made and enforced, why 	<p>Healthy Life Choices</p> <ul style="list-style-type: none"> -to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet -to know which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted, and some are illegal to own, use and give to others -to know what positively and negatively affects their physical, mental and emotional health -to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something

	<p>different rules are needed in different situations and how to take part in making and changing rules</p> <ul style="list-style-type: none"> -school rules about health and safety, basic emergency aid procedures, where and how to get help -to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people 	<p>dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.</p> <ul style="list-style-type: none"> -what positively and negatively affects their physical, mental and emotional health -to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing
<p>Healthy Relationships</p> <ul style="list-style-type: none"> -to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) -to recognise how their behaviour affects other people -to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say -to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) -the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid. 	<p>Healthy Relationships</p> <ul style="list-style-type: none"> -to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationship -to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these -to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationship -to understand the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' -to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong -to recognise different types of relationship, including those between acquaintances, friends, relatives and families that their actions affect themselves and others -to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and 	<p>Healthy Relationships</p> <ul style="list-style-type: none"> -to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy -to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support -to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk -how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media

<p>Gender Stereotypes Similar and different / Toys that they belong to different groups and communities such as family and school</p> <p>to identify and respect the differences and similarities between people</p>	<p>to give rich and constructive feedback and support to benefit others as well as themselves -to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk -to recognise how their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>Gender Stereotypes Jobs we do / Mothers and fathers -to recognise different types of relationship, including those between acquaintances, friends, relatives and families -to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p>	<p>Gender Stereotypes -to recognise and challenge stereotypes that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves <i>-that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)</i> - about the difference between, and the terms associated with, sex, gender identity and sexual orientation -to know that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment -to critically examine what is presented to them in social media and why it is important to do so; understand how</p>
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<p>Feelings</p> <ul style="list-style-type: none"> -to know about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings -to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets -to recognise what is fair and unfair, kind and unkind, what is right and wrong that there are different types of teasing and bullying, that these are wrong and unacceptable -strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help -to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) -that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed) 	<p>Feelings</p> <p>Expressing your feelings / Managing our feelings</p>	<p>information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others</p> <p>Feelings</p> <p>How easy is it to talk about ... / Talking to people about how we feel / changing feelings</p>
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<p>Keeping Safe</p> <ul style="list-style-type: none"> -about the ways that pupils can help the people who look after them to more easily protect them -rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety -to identify their special people (family, friends, carers), what makes them special and how special people should care for one another -about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency -to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets -what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy <p>On -line technology</p> <ul style="list-style-type: none"> -rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety 	<p>Keeping Safe</p> <ul style="list-style-type: none"> -the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.) -how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) <p>On -line technology</p> <ul style="list-style-type: none"> -to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves strategies for keeping safe online; the importance of protecting personal information, including 	<p>Keeping Safe</p> <ul style="list-style-type: none"> -to judge what kind of physical contact is acceptable or unacceptable and how to respond about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; -how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request -to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support -the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' -to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves -how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) -to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours <p>On -line technology</p> <ul style="list-style-type: none"> -that their actions affect themselves and others -to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves strategies for keeping safe online; the importance of
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	<p>passwords, addresses and the distribution of images of themselves and others</p>	<p>protecting personal information, personal information, including passwords, addresses and the distribution of images of themselves and others</p> <p>-to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)</p> <p>how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</p> <p>-to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</p>
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Key Stage 2 National Curriculum Science:

- Describe the difference in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.
- [Pupils should find out about the different types of reproduction including sexual and asexual reproduction in plants, and sexual reproduction in animals.]
- [Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.]
- [Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.]
- [Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.]

Tricky Questions

We have a planned programme which we will follow as long as it is appropriate for the needs of the children, however, due to the nature of the subject, there may be times when children ask questions out of the context of a planned session. Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for HRE. If children do ask about issues linked to topics, they will be dealt with appropriately and sensitively.

There may be times when a member of staff does not immediately answer a child's question but speaks to them on their own, later or refers them to speak to their parent. Given the ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

If a child initiates a conversation with an adult regarding their own sexual orientation or gender identity, then the staff member will have a conversation with the child, which will consist of listening to the child but not offering any information about the topic. Unless there are safeguarding issues which would put the child in danger, school staff will contact the parent/carer to discuss the matter either privately or with the child present, depending on the child's wishes. Support would be provided for the child and family including counselling if relevant.

During the conversation with the child and their family, plans may be put into place regarding the preferred name the child would like to be known by and anything else that the child and their family deem to be relevant. If these issues become relevant at GRCPS, the parents of the other children in relevant year groups, will receive a letter informing them of the arrangements so that they can have a discussion with their own child prior to the changes being implemented. The child would be appointed a key worker, who will monitor their emotional and social wellbeing.

If children in school use homophobic language, this is always reported to the child's parent. The parent is given the opportunity to speak to the child at home, but it will always be followed up by a conversation in school, to ensure that the child knows that they shouldn't have used that term. The parent/carer will be invited to take part in the discussion if they wish to.

The conversation from school staff will explore what the child's understanding of the term is and what the motivation was for using this term. The conversation will be age appropriate and will focus on the rights and responsibilities of the victim but also the emotions/motives of the perpetrator. Staff will not go into detail of the nature of the term used but will be very clear about what is and is not acceptable behaviour.

The Role of Parents and Other Professionals The school is well aware that the primary role in children's relationship education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting these objectives, we will:

- inform parents about the HRE policy and practice;
- answer any questions that parents may have about HRE;
- take seriously any issues that parents raise with teachers or governors about this policy or the arrangements for relationships education in the school;
- seek the views of parents and encourage them to be involved in reviewing the HRE policy;
- inform parents about the best practice known with regard to relationships education, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Parents do not have the right to withdraw pupils from relationships education but do have the right to request that their child be withdrawn from some or all of sex education not included in the Science National Curriculum. Teachers will inform parents of the content of PSHE through their half termly newsletters and send letters out to parents asking for consent prior to teaching sex education. They should discuss this with the Headteacher and make it clear which aspects of the programme they do not wish their child to participate in, however this rarely happens. By working in partnership with parents they recognise the importance of this aspect of their child's education.

We encourage other valued members of the community to work with us to provide advice and support. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with relationship education programme. We believe that visitors should complement and never substitute or replace planned provision and it is the PSHE Subject Leader and class teachers' responsibility to plan the curriculum and lessons

Responding to Disclosures

As a result of the issues raised, a child might disclose that they're suffering from abuse, or are aware of it happening to others. Any disclosure of abuse should be treated as a potential child protection concern and reported to the designated child protection lead in line with the school's procedures.

When listening to and dealing with disclosures, staff will:

- Actively listen and do not look shocked or disbelieving;
- Stay calm;
- Take what the child is saying seriously;
- Not ask for detail;
- Reassure the child that they are doing the right thing;
- Not promise to keep secrets;
- Tell the child that they will have to share this information;

Explain what will happen next;

- Record the information as quickly as possible – facts not opinion, using our CPOMS system

Monitoring and Review Monitoring is the responsibility of the Headteacher, named Governor and Subject Leader with responsibility for HRE and the PSHE Curriculum. The Curriculum Committee of the governing body monitors our Relationships Education policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. Parents are invited to workshops every two years where we share the HRE policy, curriculum content and resources. The committee gives serious consideration to any comments from parents about the relationships education programme. The effectiveness of the HRE programme will be evaluated by assessing children's learning and implementing change if required. Staff also complete an evaluation form annually which the Subject Leader analyses and shares with senior leaders.