



Broughton Hall High School Technology College

EDUCATION FOR PERSONAL RELATIONSHIPS POLICY

1. INTRODUCTION

Education for Personal Relationships for young people remains high on the agenda for both schools and the Government.

A well planned Education for Personal Relationships curriculum is essential if young people are to make responsible and informed decisions about their lives. It should not be delivered in isolation, but should be firmly rooted within the framework for PSHE and the curriculum generally. Pupils need accurate information and help to develop the skills to enable them to understand difference and respect themselves and others.

Effective Education for Personal Relationships does not encourage early sexual experimentation. It should enable young people to mature, build up confidence and self-esteem and understand the reasons for delaying sexual activity. It builds up knowledge and skills, which are particularly important today because of the many conflicting pressures on young people.

This policy makes reference to:-

- DFEE 0116/2000 SRE Guidance
- The Education Act 1996
- Merseyside Health 2000 Report in conjunction with other local and National reports on Teenage Pregnancy
- OFSTED – Sex and Relationships 2002
- Liverpool LA – Liverpool Healthy Schools Programme
- Every Child Matters Outcomes Framework 2005
- OFSTED – Time for change? Personal, Social and Health Education April 2007
- Catholic Bishops' Conference of England and Wales 2004 – “Cherishing Life”
- National Healthy Schools Programme 2005 – The National Healthy Schools Programme has standards that guide and accredit an Education for Personal Relationships programme

Links to the above documents are on school website.

Broughton Hall High School has achieved the Liverpool Healthy Schools Standard for Education for Personal Relationships.

With the criteria in mind, we will have endeavoured to:-

- Consult with Parents, Pupils, Governors, LA and Health Professionals on all matters of the EPR Policy.
- Listened to the views of parents and pupils regarding Education for Personal Relationships and thus constantly evaluate the success of the programme delivered.
- Assess the needs of both teachers and pupils on a regular basis.
- Use local initiatives to inform and update practice.
- Regularly monitor the delivery of Education for Personal Relationships.

- Tailor the Education and Personal Relationships to the age, physical and emotional maturity, gender and cultural and social needs of pupils.

2. SCHOOL DESCRIPTION

Broughton Hall is an average sized Catholic Girls Secondary School. It has had specialist schools status since 1998. It draws its students from a wide area that includes some pockets of considerable social and economic disadvantage. Most students are from White British backgrounds. The proportion of students with learning difficulties and/or disabilities is below average, as is the proportion with a statement of special educational need. The school has gained a number of awards including the International Schools award, SportsMark, ArtsMark Gold, Eco Schools and Healthy Schools Awards. It is the lead school in the West Derby learning network, is a member of the Liverpool East post -16 collaborative partnership, and has many international links.

3. SCHOOL ETHOS

Founded by the Sisters of Mercy, Broughton Hall is committed to the Catholic Education of girls through Gospel values which permeate the life of the school.

Our school aims are:-

- To recognise, nurture and celebrate the unique gifts, dignity and potential of each individual
- To develop a caring, joyful and friendly community in which all work hard and are happy
- To achieve excellence through an education which is concerned with the whole person and enables each person to develop spiritually, aesthetically, vocationally, physically, academically
- To foster a strong sense of community by generosity of spirit, sensitivity and tolerance, and forgiveness and compassion
- That prayer and worship underpin the daily life of the school.

Our schools objectives are:-

- To ensure that all school policies and documents are rooted in these aims
- To ensure that each pupil leaves with a positive self-image
- To provide a curriculum and teaching strategies which acknowledge and respond to the needs of all
- To create a welcoming, safe, attractive environment
- To promote an awareness of equal opportunities, social justice, peace and global issues
- To strengthen the partnership of staff and pupils with parents, governors, parishes and local community, united in a common purpose

4. DEFINITIONS & TERMINOLOGY

The Education Act 1996 gives a definition of Sex and Relationships Education (Education for Personal Relationships) as including Education about HIV and AIDS.

All maintained secondary schools are required to include Education for Personal Relationships for all registered pupils at the school, as part of the curriculum of the school. The legal requirements also apply to all maintained special schools.

Section 403 of the Education Act 1996 requires that the LA, Governors and Head Teacher, 'shall take steps as are reasonably practicable to ensure that where Sex Education is given to any registered pupils at the school it is given in such a manner as to encourage pupils to have due regard to moral considerations and the value of family life'.

In the context of Every Child Matters five outcomes, Education for Personal Relationships will ensure:

- Better prevention through education about sex, relationships, contraception and self-esteem, with special attention to high-risk groups.
- Better support for young teenagers and teenage parents to ensure they finish their education, develop parenting skills and have identified a range of support networks.
- Co-ordination of links between Sex and Relationships Education and local contraception services.
- That pupils explore attitudes and values that develop positive sexual behaviours.

5. POLICY DEVELOPMENT & LINKS TO OTHER POLICIES

Colleagues involved in the process of producing this Education for Personal Relationships policy include the Head Teacher, Deputy Head Teacher with responsibility for pastoral support, Curriculum Leader for RE, PSHE co-ordinator, Governor responsible for Safeguarding and pastoral support, and Local Authority PSHE Adviser.

This policy is linked to, and should be read in conjunction with the policies for;

- PSHE and Citizenship
- Drug Education
- Child Protection
- Confidentiality
- Healthy Schools
- RE
- Health and Safety
- Equal Opportunities
- Behaviour Management
- Science
- Anti- bullying and Anti- harassment
- Safeguarding

To whom does this policy apply?

This policy applies to all individuals on school premises at any time.

Breaches of this policy by any of those mentioned will be dealt with by the Head Teacher/ Governing Body. This policy also applies to pupils and staff when off-site when staff are acting in loco parentis. Therefore, this includes all educational visits, including those abroad.

6. AIMS & OBJECTIVES OF EDUCATION FOR PERSONAL RELATIONSHIPS

Education for Personal Relationships should enable pupils to develop their knowledge, skills, attitudes and understanding about physical and emotional development and appreciate the benefits of a healthy lifestyle, relating this to their own and others' actions.

It should:-

- Provide accurate information
- Correct misunderstandings
- Build on knowledge and understanding
- Explore attitudes and values towards positive sexual behaviour
- Develop pupils' understanding of rules and laws relating to sexual activity
- Develop pupils' interpersonal skills
- Develop pupils' self-awareness and self-esteem
- Explore the risks and consequences of their own and others' actions relating to sexual activity

And

- Be relevant to the needs of pupils and the schools community

OFSTED 2007 say,

“In the case of Sexual and Relations Education (Education for Personal Relationships) young people do not just want the biological facts but want to talk about feelings and relationships”

“Key Stage 3 needs to take sufficient account of pupils’ learning at Key Stage 2” and

“Effective SRE (Education for Personal Relationships) should help pupils to develop the personal skills they will need if they are to establish and maintain relationships and make informed choices and decisions about their health and well-being.

At Broughton Hall High School we aim to provide our pupils with the knowledge, understanding and skills to enable them to make the sort of choices that lead to a positive attitude towards a healthy lifestyle and to develop their full potential.

Our Education for Personal Relationships Programme will:

- Be appropriate to the age and stage of development of the individual.
- Be taught with sensitivity and sympathy towards individual, personal and family circumstances in order to avoid hurt or distress.
- Enable each pupil to develop confidence and self-esteem.
- Raise pupil awareness in order that they are able to make informed choices and responsible decisions about their own sexual behaviour.
- Provide pupils with knowledge and information about puberty and change, feelings, relationships, reproduction and responsibility.
- Enable pupils to openly discuss questions related to Education for Personal Relationships and so provide a safe environment for young people to share their thoughts and ideas.
- Help pupils to respect their own bodies and in so doing reduce the risk of abuse or teenage pregnancy.
- Provide signposting facilities for pupils to appropriate external agencies when necessary.
- Ensure that pupils are taught about Education for Personal Relationships in a consistent manner, following guidelines agreed by LA, Governors, parents and staff.

Schemes of work may be developed in consultation with LA Consultants and Health Professionals with regard to Local and National priorities.

7. EQUALITY OF OPPORTUNITY

Difference and Diversity in Culture, Disability, Faith and Gender

The challenge for teachers delivering Education for Personal Relationships within a multi-cultural and multi-faith society is to develop a curriculum and methodology that is open to all young people but which recognises, respects and celebrates differences.

Further Guidance can be found in Catholic Bishops’ Conference of England and Wales 2004 – “Cherishing Life” link to document available on school website

It is up to schools to make sure that the needs of all pupils are met in their SRE programme. Young people, whatever their sexuality, need to feel that Sex and Relationships Education is relevant to them.

We need to ensure we meet the needs of all pupils and that pupils' feel Education for Personal Relationships is relevant to them. Teachers will need to deal with pupils questions and offer support.

The school will not tolerate any kind of bullying, including that of a homophobic nature. Refer to the school anti- bullying policy.

We will ensure parents are consulted and given reassurance where necessary with regards to the content of the programme.

The school is aware that due consideration should be given to the educational entitlement of all the pupils in its care and that they are taught appropriately. Where necessary we will seek guidance, advice and resources from the LA .

8. ORGANISATION, PRACTICE & IMPLEMENTATION OF EDUCATION FOR PERSONAL RELATIONSHIPS

Education for Personal Relationships is delivered through the integrated PSHE Personal Wellbeing/Science/RE curriculum in Key stages 3 & 4.

Key Stage 3

In year 7 Science deliver a unit which covers reproductive systems, pregnancy, puberty and moral values. The RE curriculum covers personal uniqueness, importance of family life and different types of family. Relationship topics will appear in the Opening/Enquiring/Creative Minds e.g. bullying & discrimination are discussed in the "I am Unique" module in year 7. In years 8 and 9 relationship issues such as respect for others and life, bullying, shared values of trust, loyalty forgiveness etc.

Key Stage 4

In year 11 the Science curriculum includes hormonal control of the menstrual cycle, use of hormones in contraception & fertility treatment. In years 10 and 11 the RE department plays an important role in delivering the moral and Catholic teaching on relationships, family life, marriage, contraception, HIV, aids and related sensitive issues.

There are two Health Immersion Days for years 10 and 11 which involve the students attending a variety of workshops on healthy eating, physical activity e.g. yoga, skin cancer awareness, HIV, aids substance misuse including drugs, alcohol, tobacco & mental health. Specialist guest speakers will provide impartial knowledge and interactive activities to engage the students.

Cross curricular provision of relationships is taught by the members of staff from each department in line with school policy.

The National Curriculum and Education Act 1996 requirements are:-

At Key Stage 3 pupils will be taught;

- That fertilisation in humans.... Is the fusion of a male and a female cell
- About the physical and emotional changes that take place during adolescence
- Detailed information about the reproductive system, including the menstrual cycle and fertilisation
- How the foetus develops in the uterus
- How the growth and reproduction of bacteria and viruses can affect health, including HIV

At Key Stage 4 pupils will be taught;

- The way in which hormonal controls work, including the effects of sex hormones
- Some medical uses of hormones, including those used in fertility treatment
- The defence mechanisms of the body

- How sex is determined in humans

The above elements represent the statutory minimum that schools must deliver to all young people through National Curriculum Science.

ICT LINKS

The appropriate use of ICT resources is used to augment and enhance the pupil's Education for Personal Relationships

STAFFING

Ms Clarke, Head Teacher has overall responsibility for Education for Personal Relationships, supporting and monitoring training in relation to staff development.

THE USE OF VISITORS/OUTSIDE AGENCIES

Visiting facilitators (e.g. theatre companies, external partnership agencies such as the school nurse, etc.) can enhance the delivery of Education for Personal Relationships and some pupils do respond better if they perceive the deliverer to be an 'expert' rather than their 'normal' teacher.

However, visitors will only be used in the programme if they can offer an expertise, approach or pupil response that cannot be achieved by the teachers. Where visitors and outside agencies are involved, their contribution must have been planned as part of an overall programme of Education for Personal Relationships. Their contribution should complement the teaching already taking place in the school.

The use of visiting experts should ensure that the Liverpool Healthy Schools Checklist for Supportive Partnerships is given due consideration. The member of staff organising the session/event is responsible for ensuring that the content of sessions is appropriate and that the visitors are appropriately qualified with adequate background checks where applicable.

TEACHING AND LEARNING

The process of learning is sensitive and a range of teaching styles is utilised to enable the students to make informed choices regarding their personal relationships. The aims are to provide a safe environment and to encourage & maximise active participation of students. Strategies include:

- Well-structured lesson plans with learning outcomes clearly identified provided by the Directors of Learning
- Clear ground rules for managing discussion of sensitive and controversial issues
- Thinking skills activities
- Class discussion
- Question and Answer sheets
- Working in pairs/groups
- Videos
- Guest Speakers
- Role Play
- Drama Workshops
- Reflection

Self-evaluations are completed by staff & students whose views will be passed on to the Personal Relationships co-ordinator. Two students from each class will fill in a reflection on the lesson and its content, delivery & success in meeting objectives. Staff have the opportunity to feedback their thoughts at the end of module team meeting every half term.

Monitoring will take place every term by checking the assessments on Moodle and lesson observations by SLT.

9. RESOURCES

- Resources support the school's agreed aims, the aims of lessons and the objectives and values framework for Sex and Relationships Education
- Resources conform to the legal requirements of Sex and Relationships Education
- Resources are appropriate to the needs of the pupils
- Resources avoid racism, sexism, gender and homophobic stereotyping
- Resources portray positive images of a range of young people
- Resources can be used as discussion materials
- Resources are adaptable for use with all pupils
- Resources are factual and up to date
- Clear instructions on use of the resources are included – pupil and teacher information is separated and where appropriate handouts can be photocopied
- Resources are well designed, durable and easy both to understand, use and store
- Resources contribute to broad, balanced PSHE & Curriculum
- Resources encourage active and participatory learning methods
- The use of visiting experts should ensure that Liverpool Healthy Schools Checklist for Supportive Partnerships is given due consideration
- Outreach teams may deliver any sensitive areas of the programme, i.e. Sexually Transmitted Infections, Contraception or parenting sessions e.g. Theatre Companies, external partnership agencies etc.

10. ROLES & RESPONSIBILITIES

The Role of the Head Teacher

It is the responsibility of the Head Teacher that all staff and parents are informed about this policy and that it is implemented effectively. It is also the Head Teachers' role to ensure that all the staff have appropriate support and training so that they can teach effectively and with sensitivity and understanding.

The Deputy Head Teacher will liaise with the co-ordinator, external agencies and the LA regarding the schools' Education for Personal Relationships programme and thus ensure that all adults who work with pupils on these issues are aware of the school policy and work within its framework.

The Deputy Head Teacher will monitor the policy on a regular basis and report to the Governors on request.

The Role of Governors

The Governing body of Secondary schools must provide Education for Personal Relationships (including education about HIV/AIDS and other sexually transmitted infections) to all pupils. The Governing body has the responsibility of setting down these general guidelines on Education for Personal Relationships, and will support the Head Teacher in implementing them. Governors will inform and consult with parents about the Education for Personal Relationships policy.

Governors will also liaise and consult with the LA and Health organisations so that the school's policy is in line the National and Local Guidelines

The named Governor with responsibility for this area of the curriculum is **Mrs M Buckley**.

Role of Parents and Carers

We wish to build a positive partnership with the parents of our children and this can only be achieved through mutual trust and co-operation. Parents are encouraged to support the school's policy and programme for Education for Personal Relationships.

We aim to;

- Inform and consult with parents about the schools' Education for Personal Relationships policy, programme and practice
- Invite parents to view the material and resources used to teach Education for Personal Relationships
- Answer parental questions about Education for Personal Relationships and where necessary signpost a parent to the relevant support agencies
- Encourage parents to be involved in reviewing the school policy and implementing modifications
- Inform parents about best practice with regard to current Education for Personal Relationships so that they may support the key messages being giving to the children in the school.
- Parents should be made aware of the Right of Withdrawal – Section 405 Education Act 1996
- **All parents have the absolute right to withdraw their children from all or part of a Education for Personal Relationships programme, except for lessons that form part of the National Curriculum.**

The Role of the Pupils

Students will be consulted via their individual feedback, school council meetings & lesson observation pupil reviews. Evaluations of events e.g. Health Days will happen on the day.

The Role of the Co-ordinator

The named Education for Personal Relationships Co-ordinator is **Ms A Roberts**.

The Co-ordinator will regularly attend LA meetings and courses. They will keep the Head Teacher, Governors and staff informed on up-to-date trends and current good practice.

The Role of the Wider Community

Students will be consulted via their individual feedback, school council meetings & lesson observation pupil reviews. Evaluations of events e.g. Health Days will happen on the day.

The role of the Local Education Authority

Liverpool City council are available to provide support and liaise with school. Linda Kerans works within the Healthy Schools team and is available for further assistance on Tel: 0151 233 3901.

11. CHILD PROTECTION & CONFIDENTIALITY

Confidentiality of young people cannot and must not be guaranteed by school staff. It is the responsibility of every member of staff to know and abide to the school's Child Protection and Safeguarding procedures. If any member of staff has a concern about the safety of a pupil they **must** record their concerns and pass them on to the school's Designated Safeguarding Officer. To do nothing is **not** an option.

Pupils should know the rules regarding confidentiality and be reminded of them when appropriate.

The school Safeguarding Policy and guidance is available on the school web site.

12. MANAGING SPECIFIC SITUATIONS

If any related incident occurs then it should be made clear that the school is committed to addressing issues among young people and to this end will give the appropriate education and support, both to the pupil and parent or carer.

The school will retain the responsibility for dealing with incidents and take account of individual factors.

In cases of related incidents, the school will inform parents and/or appropriate responsible adult about the issues. However, the following points will be taken into consideration:

- Young people involved will be consulted
- A guidance procedure will be provided, on accessing external support.
- Develop home-school relationship to support the young person concerned.
- If possible, it is helpful to have the young person present when parents are being told.
- The school and the parents will work together to support the child involved.

School will take into consideration any Safeguarding or Child Protection issues that may affect a situation. If any matter or incident is disclosed it will be dealt with in accordance to the school's Safeguarding Policy.

13. MONITORING & EVALUATION OF POLICY

Ms S Clarke/Miss Park will oversee reviewing of the policy.

14. REVIEW

The policy will be reviewed in March 2014.

Completed with the assistance of
Tony Marchant
PSHE Consultant