



Ysgol Uwchradd Y Frenhines Elisabeth

Queen Elizabeth High School

HEALTHY RELATIONSHIPS POLICY

Date established by governing body: January 2014

Date Reviewed: June 2017

Next Review date: Summer Term 2018



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Healthy Relationships Policy

PREAMBLE

At Queen Elizabeth High School we believe that developing healthy relationships is an essential and integral part of a balanced and broadly based curriculum and should be taught as an on-going theme throughout the school.

1. This Policy has been developed in line with the 7 core aims adopted by the Welsh Government from the UNCRC in 2004
2. The policy deals sensitively with sexual identity and sexual orientation and make sure that the needs of all pupils are met. Young people, whatever their developing sexuality, need to feel that S.R.E. is relevant to them and sensitive to their needs.
3. The policy encourages pupils to develop an understanding and respect for others, regardless of race, religion, gender or orientation.

AIMS

The key aims of this policy are to develop healthy and confident individuals who:

1. secure values and are establishing their spiritual and ethical beliefs
2. are building their mental and emotional well-being by developing confidence, resilience and empathy
3. apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives
4. know how to find the information and support to keep safe and well
5. take part in physical activity

6. take measured decisions about lifestyle and manage risk
7. have the confidence to participate in performance
8. form positive relationships based upon trust and mutual respect
9. face and overcome challenge
10. have the skills and knowledge to manage everyday life as independently as they can and are ready to lead fulfilling lives as valued members of society.

PROVISION

1. Healthy Relationships is an integral part of the PSHE programme and is included in the learning experiences of all Year Groups.
2. The PSHE coordinator is responsible for organising learning activities that relate to Healthy Relationships.
3. Opportunities for the development of Healthy Relationships are signposted across the curriculum in order to ensure all elements of this policy are met. Additionally, form tutors deliver key components of the curriculum.
4. External providers (police liaison officer, health care professionals) deliver key components of the Healthy Relationships curriculum.
5. The PSHE Coordinator identifies and attends relevant INSET and, where necessary, ensures that colleagues are appropriately informed of new initiatives and teaching resources.

MONITORING AND EVALUATION

1. PSHE and the Healthy Relationships provision is monitored in accordance with the school's self-evaluation policy.
2. As part of the whole-school self-evaluation process, the Assistant Headteacher (KS5) and the PSHE Co-ordinator evaluate the delivery of the Healthy Relationships curriculum through lesson observations, pupil panel and the views of the school council
3. The Assistant Headteacher (KS5) will review responses to all aspects of the Healthy Relationships provision in conjunction with the Headteacher and the PSHE Coordinator.
4. Parents are invited annually to comment on the Healthy Relationships provision.
5. The LA PSHE and Healthy Schools adviser visits the school, at least once per academic year, to review the provision and progress of the Healthy Relationships provision.

Safeguarding / Confidentiality

Members of staff need to be aware that effective Healthy Relationships provision may lead to disclosure of a child protection issue. Where this has occurred the member of staff should follow the school Child Protection Policy.

TEACHING STRATEGIES

It is essential that we help pupils develop confidence in talking, listening and thinking about healthy relationships. The climate and ethos of the school also play an important role in the context and experience of PSHE. Openness in these areas of education will only work if the overall culture of the school encourages openness and honesty. Partnership between school, parents and pupils is the key to success. The following strategies will help achieve this aim:

1. Establishing Ground Rules.

A set of ground rules will help teachers create a safe environment in which they do not feel embarrassed or anxious about unintended or unexpected questions or comments from pupils. Examples are:-

- (a) No one, teachers or pupil, will have to answer a personal question.
- (b) No one will be forced to take part in a discussion.
- (c) Only the agreed terminology for body parts will be used.
- (d) Meanings of words will be explained in a sensible and factual way.

2. Distancing Methods

To avoid teacher embarrassment and protect pupils' privacy, discussions on sensitive issues should be de-personalised by using:-

- (i) Role play.
- (ii) Case studies with invented characters.
- (iii) Appropriate videos.
- (iv) Visits from approved and validated theatre groups.

3. Dealing with Questions

- (i) Teachers should not avoid difficult questions, nor should they deal with controversial issues by offering a one-sided view e.g. abortion, birth control, sexual orientation. If an issue arises which is controversial to society, teachers should explain the different perspectives and allow pupils to determine their own beliefs.
- (ii) Within the established 'ground rules' teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting. These should be clear and acceptable to the class.

PARENTS

Withdrawal from Sex Related Education

The school will inform parents and carers of their legal right to withdraw their child from SRE via the school prospectus. Any parent wishing to withdraw their child is encouraged to make an appointment with the Head of Year to discuss the matter.

The school includes information on SRE in the school prospectus and full details are available on request. The school informs parents/carers when aspects of the SRE programme is taught.

ROLE OF THE GOVERNING BODY

1. It is the statutory duty of the Governing Body to have a policy on Healthy Relationships and to review this annually. This task is delegated to the Curriculum and Staffing Committee;
2. Governors will have regard to the views of parents, other professionals, the National Assembly for Wales and other relevant bodies in drawing up and reviewing its policy.
3. The Governing Body will select one of its number to have a particular interest in and to assist in the monitoring and evaluation of the policy.