

Hall Orchard Barrow CE Primary School (Academy)
Relationship, Sex and Health Education Policy

Introduction

This policy has been written to ensure we are meeting the requirements of the National Curriculum 2014 under the following areas:

- Science
- Non-statutory framework for Personal Social and Health Education (PSHE) and Citizenship at Key Stages 1 and 2.
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Regulations issued by the DfE in 2019, made under sections 34 and 35 of the Children and Social Work Act 2017.

The policy was created in consultation with staff, parents and governors of the school. It is intended to be used as an outline to the guiding principles by which the staff of this school will teach Relationships, Sex and Health Education (RSHE).

RSE is “learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in Science, and others are taught as part of personal, social, health and economic education (PSHE). A comprehensive programme of RSE provides accurate information about the body, reproduction, sex and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline”. (Brook, SEF, PSHE Association, 2014:3)

Policy Aims and Objectives

At Hall Orchard Primary School, RSE reflects the school’s vision for our children to be confident, ambitious learners who demonstrate the personal values and skills necessary to make a positive contribution to the global community. RSE is taught in the context of relationships and promotes self-esteem and emotional health and wellbeing to help children form healthy meaningful relationships, based on respect for themselves and for others. We believe that RSE must include information about physical, moral and emotional development and the school will ensure that pupils are given information appropriate to their age and stage of development. Hall Orchard Primary School believes in working in partnership with parents and carers and understands the importance of sharing our RSE programme with families so that they are able to support their children’s physical, moral, mental wellbeing and emotional development at home.

Through this policy we work together to promote the following skills:

- To provide the knowledge and information to which all pupils are entitled;
- To clarify/reinforce existing knowledge;
- To raise pupil’s self-esteem and confidence, especially in their relationships with others;
- To understand the importance of safe and stable relationships that promote respect, love and care;
- To help pupils develop skills (language, decision-making, choice, assertiveness, resilience) and make the most of their abilities;
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support;
- To develop skills for a healthier safer lifestyle;
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- To develop resilience and positivity when responding to influences that may affect body image;

- To reinforce and develop pupils' understanding of how to stay safe online;
- To respect and care for their bodies;
- To be prepared for puberty and adulthood;
- To respond to the needs of pupils and parents/carers by providing accurate knowledge of sexual matters at a level suitable to children's age and understanding and to dispel myths and rumour;
- To foster an understanding and acceptance that relationships can be formed in diverse and varied ways, for example; people of the same gender.

Organisation and Delivery of RSE Programme

The PSHE subject leader and headteacher are responsible for the organisation of RSE at Hall Orchard Primary School. RSE is delivered through a number of areas of the curriculum and is taught explicitly through the following subjects: Science, Religious Education, Computing, Physical Education, PSHE and through assemblies. Where RSE is taught within the curriculum, it will be delivered by the class teacher and therefore usually within a mixed gender class. Assemblies are delivered by teaching staff, including the headteacher. Visiting speakers from the community, e.g. health promotion specialists, make a valuable contribution to the RSE curriculum. Their input is carefully planned and monitored to fit into, and complement, the curriculum. Teachers are always present during sessions delivered by visiting speakers and the teachers remain responsible for the delivery of the RSE curriculum. Whilst many aspects of RSE are taught throughout the year, some specific age-related aspects are delivered at a pre-planned point during the year, in order that parents/carers are informed and can be involved in supporting their child.

The school is required to comply with relevant requirements of the Equality Act 2010 and, therefore, delivery of the RSE programme will be made accessible to all pupils, including those with SEND. This may include appropriate differentiation, working with parents and external agencies, and being considerate of emotional and social needs.

Early Years Foundation Stage (EYFS):

As outlined in Development Matters, Personal, Social and Emotional Development is a prime area of learning in Reception classes. Through the EYFS Curriculum children are taught to play cooperatively, taking turns with others, and learn to show sensitivity to other's needs and feelings. Children are shown how to form positive relationships with adults and other children and they talk about how they and others show feelings. Whilst learning about "Understanding the World", children learn that others do not always enjoy the same things and they are taught about similarities and differences between themselves and others, and among families, communities and traditions. Children make observations of animals and plants and explain why some things occur, and talk about changes. Children are introduced to Pantosaurus and the NSPCC Pants Rule to know that each person's body belongs to them.

Key Texts used in the EYFS:

You Choose by Pippa Goodhart
 Red Rockets and Rainbow Jelly by Sue Heap
 Blue Chameleon by Emily Gravett
 The family book by Todd Parr
 Mommy, Mama and Me by Leslea Newman

Key Stage One

Through the Science curriculum, children learn to identify, name, draw and label the basic parts of the human body. They find out about life cycles of some animals and notice that animals, including humans, have offspring which grow into adults.

Through the PSHE curriculum children reflect on family relationships, different family groups and celebrations and how to form healthy relationships with others. Children will learn simple strategies to resolve arguments between friends positively. Children learn about the importance of personal hygiene, how to maintain good health and about personal safety. Children will learn about growing and changing from young to old. They will revisit the Pants rule and learn the differences between appropriate and inappropriate contact.

Key Texts used in the Year One:

Elmer by David McKee
Ten Little Pirates by Mike Brownlow
Max the Champion by Sean Stockdale
My Grandpa is Amazing by Nick Butterworth
My World, Your World by Melanie Walsh

Key Texts used in Year Two:

Can I join Your Club? by John Kelly
The First Slodge by Jeanne Willis
Just because by Rebecca Elliot
Blown away by Rob Biddulph

Key Stage Two

Through the Science curriculum, children build on their knowledge of life cycles and learn to describe the differences between life cycles. Children are taught to describe the life process of reproduction in some plants and animals. Children learn to describe the changes as humans develop to old age and they are taught to recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Through the Computing curriculum, children will learn about how to keep themselves safe online. Through the PSHE curriculum, children continue to develop an understanding of relationships within a family; between friends and the community, and that there are different patterns of friendship. They develop the skills needed to form relationships and to respect other people's emotions, feelings and differing attitudes. They consider how to make simple choices and exercise some basic techniques for resisting pressures.

Key Texts used in Year Three:

Oliver by Birgitta Sif
This is our House by Michael Rosen
Two Monsters by David McKee
Beegu by Alexis Deacon

Key Texts used in Year Four:

Dogs don't do ballet by Anna Kemp
The Way Back home by Oliver Jeffers
The Flower by John Light

Key Texts used in Year Five:

How to Heal a Broken Wing by Bob Graham
And Tango Makes Three by Justin Richardson and Peter Parnell

Key Texts used in Year Six:

Rose Blanche by Ian McEwen

Love You Forever by Robert Munsch

Sex Education

The content of the school's Sex Education programme follows the statutory government guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'.

Sex Education is taught as a discrete subject to children in the following year groups during the summer term:

In Year 5 children learn about physical changes in the body, personal hygiene and relationships, including emotions and feelings.

Lessons focus on the key questions:

- What are the differences between male and female bodies?
- How have our bodies changed since we were born?
- What is puberty?
- How does your body change?
- What are the reasons for this change?
- What is menstruation and why does it happen?

In Year 6 children will revisit the topics that were covered in year 5 regarding physical changes in the body. In addition, they will learn about healthy and loving relationships. Lessons focus on the key questions:

- How do our bodies work?
- How do we cope with changing emotions and relationships?
- What is a loving relationship?
- What is a sexual relationship?
- How is a baby conceived?
- What influences our body image?

Right of Withdrawal

Hall Orchard Primary School will inform parents when the Sex Education programme is taught and will provide an opportunity for parents to view a sample of the resources used in lessons. Parents have the right to withdraw their children from those aspects of sex education that are not included in the Science Curriculum.

Relationships education is a statutory part of the school's curriculum and, consequently, parents may not withdraw pupils from these lessons.

Questions Raised by Pupils

Establishing a safe, open and positive learning environment, built on trusting relationships between all members of the class community is vital to successful and effective teaching and learning within this subject.

A set of ground rules is established prior to the unit of work so that both teachers and pupils are working within a safe environment to minimise any anxiety or embarrassment during discussions. Questions raised by children should be answered honestly and with a degree of detail appropriate to the child's age and stage of development.

Teachers are aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, can lead to the disclosure of a safeguarding issue. The usual standards of confidentiality between child and teacher will be observed, except where a child's question might suggest the possibility of abuse. In these circumstances, the Designated Safeguarding Lead will be informed. No adult should ever promise confidentiality to a child, as per the school's Child Protection Policy.

Review, Assessment and Evaluation

Monitoring of the RSE Policy is the responsibility of the headteacher, governors and PSHE lead. The school will assess the effectiveness of the aims, content and methods in promoting student's learning by lesson observations, pupil voice and feedback from parents. The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing change if required.

Date of policy: September 2020

Date of Review: September 2023