



Orchard Partnership Academies Relationships & Sex Education and Health Education Policy



Reviewed: Autumn 2022

Mr Alex Davies

Relationships and Sex Education

Aims and Objectives

Relationships and sex education is lifelong learning about physical, moral and emotional development. It has three main elements.

1. Attitudes and values
2. Personal and social skills
3. Knowledge and understanding

Our aim is to enable our pupils to respect themselves and others, so that they can move confidently from childhood through adolescence to adulthood.

We aim to stress the values of loving relationships, mutual respect, love and care. Science teaching throughout the school includes what may be called the preliminaries of sex education e.g. family compositions and the birth of babies. Reproduction in plants and the production of seeds are also a part of our science curriculum.

In line with the Sex and Relationship Education Guidelines (DfEE 2000) children in Year 6 are given a course of lessons which are usually referred to as 'growing-up talks'.

Since the 2019 guidance we have developed a program of 'relationships education' which will begin in Reception and be taught as a subject in its own right.

Equal opportunities

As with all areas of the curriculum within our school, all pupils are given the opportunity to participate in all of these lessons. Pupil needs will be assessed each year. Schools are required to comply by law with the Equality Act 2010, under this provision schools must not discriminate against pupils because of their age, sex, race, disability or belief, religion, gender or sexual orientation. We will make sure that sex and relationships education is inclusive and that children with SEN are taught at the appropriate level for their development, always being mindful of the SEND code of practise. As a school we also aim to provide a healthy and respectful environment between peers, regardless of sex and ensure that any sexism and gender stereotyping is challenged and not accepted. In our safeguarding policy it is made clear that sexual violence and sexual harassment is not accepted in any form.

Organisation of Relationship and Sex Education

The teaching of Relationship and Sex Education is rooted in many of our curriculum subjects. For instance, friendship is an early theme in the Foundation Stage of Religious Education.

Teachers deal with relationships between members of the school community on a frequent, if not daily, basis. Relationship and Sex Education is particularly supported through the science and PSHE/Citizenship frameworks at the primary school level. The class teacher usually delivers these although occasionally outside agencies are asked to assist. Therefore, the new relationships education will build on and complement work previously done, rather than seem a new, 'alien' concept.

Foundation Stage

Our pupils begin their Relationship and Sex Education as soon as they enter our school. Children are encouraged to form good relationships with adults and their peers. In addition, they develop an awareness of their own views and feelings and are encouraged to be sensitive to the feelings of others. As part of their Understanding of the World curriculum the children should be able to recognise the main human body parts. In addition, the routines of good hygiene are reinforced on a daily basis. The three lessons for relationships education in the foundation stage focus on our lives.

KS1 and 2

Relationship and Sex Education contributes to the foundation of PSHE/ citizenship by enabling all pupils:

- to develop confidence in talking, listening and thinking about feelings and relationships. This is promoted through class debates, sharing times, discussions and circle time.
- to name body parts and describe how their bodies work. Promoted through stories and rhymes and topic in Foundation Stage and Key Stage One. Promoted primarily through science at Key Stage 2.
- to protect themselves and ask for help and support. Promoted through class discussion, sharing time, circle time, whole school activities such as collective worship. These may be supported by outside agencies such as the police and NSPCC.
- to be prepared for puberty, evidence also shows that puberty is getting earlier in children, therefore there is a need for children to be fully prepared earlier.

Places where Relationship and Sex Education is found in the science curriculum.

National Curriculum Science.

Key Stage One

1. b) that animals including humans move, feed, grow, use their senses and reproduce
2. a) to recognise and compare the main external parts of the bodies of humans
f) that humans and animals can produce offspring and these grow into adults
1. a) to recognise similarities and differences between themselves and others and treat others with sensitivity

Key Stage Two

1. a) that the life processes common to humans and other animals include nutrition, growth and reproduction
2. f) about the main stages of the human life cycle

The areas outlined above form part of the National Curriculum that all pupils are required to follow. Parents have the right to withdraw their children from all, or part of Relationship and Sex Education. Parents are the key people in teaching their children about sex, relationships and growing up.

Phase 1 and 2 Relationships Education

For relationships education the children will be taught in year groups rather than classes, predominantly taught by a member of their class teaching staff, below is a list of focus for each year group:

Year 1 – Growing and caring for ourselves

Year 2 – Differences

Year 3 – Valuing difference and keeping safe

Year 4 – Growing up

Year 5 – Puberty

Year 6 – Puberty, relationships and reproduction – including staying safe online and FGM

Parental withdrawal

The new government guidance continues to give parents the option to remove their child from sex education. If a parent wishes this to be the case we would ask that you make an appointment with Mr Davies to discuss your reasons. If parents are considering withdrawal we would like to remind them of the benefits of sex education, such as safeguarding the child and also the potential social and emotional effects of being excluded, in the addition those children would run the risk of hearing their peers' version of what has been taught rather than what was directly said by the teacher. However,

once a discussion has taken place we will respect the wishes of the parents, and ensure that purposeful education is provided during the period of withdrawal.

Whilst parents have the right to withdraw their child from sex education they do not have the right to withdraw their child from relationships education, as this has been made mandatory by the DFE.

Protective Behaviours

From training carried out by our schools Designated Safeguarding Lead and emanated out to all teaching staff, the school covers aspects of Protective Behaviours in PSHE lessons. This is closely linked to Relationships Education, along with Safeguarding Children and giving them a full understanding of what is deemed right and wrong.

The two main themes that children look at are: “We all have the right to feel safe all the time.” and, “We can talk with someone about anything, even if it is awful or small.” As a school we feel these messages encourage children to be open and will help to identify issues before they become a problem. Whole school approach to teaching this will take place during the academic year.

Evaluating and monitoring

Relationship and Sex Education is monitored in several ways in our school. Knowledge and skills in the science curriculum are monitored through class, small group or one-to-one discussions. PSHE/citizenship aspects are usually monitored through oral contributions although some written or illustrated work is sometimes produced and assessed by the class teacher.

No formal assessment of the Y6 talks takes place, but informed debate and questioning are intrinsic to the lessons. The children are asked for their comments and suggestions for improvement. The children can take home the sheets they have produced during these talks or leave them with the teacher. In addition, there have been informal discussions with past pupils and parents about the effectiveness of these talks. We will continue to involve parents in review and decisions around our policy and will hold an annual evening to introduce the parents to the concept of sex and relationships education. This policy will be updated as part of our three year cycle, however, sooner if there are events that require changes to be made. The policy will be reviewed and finalised by the governors.

Health Education

Introduction

At Orchard Partnership Academies, Health Education permeates all aspects of school life and the curriculum. Staff plan meaningful PSHE opportunities, whether they are regular lessons, stand-alone experiences or tasks flexibly intertwined within other curriculum areas. It is the primary aim of Orchard Partnership Academies to create well-rounded children, who are healthy in mind, body and soul.

Opportunities

All pupils will be given opportunities such as:

- Developing independence, confidence and self-worth. As a school we aim for every child to appreciate their uniqueness and value as an individual and the important role they each play within the life of the school and the wider world.
- Being treated as a special and exceptional person.
- Valuing and respecting belongings, living things and the environment.
- Feeling supported through difficult situations both in school and in their personal lives. All members of staff will try to equip children with the skills needed to deal

with life's challenges seeking outside support where necessary.

- Enjoying positive relationships with peers, having respect for children who may be different to themselves but showing willingness to work and collaborate with all children regardless of race, ability, gender or social background.
- Developing their understanding of a healthy, safer lifestyle and using this knowledge to make informed decisions and choices in the present and in the future.
- Becoming a responsible British citizen who knows they can make a difference to others around them and further afield through fund raising and work within the local and global community.
- Developing their understanding of how to stay safe, both in the physical world and the online community.
- Understanding how their bodies work healthily and the changes that they go through.

Organisation

By its nature, much of Health Education is taught and encouraged discretely. Class teachers and other members of staff have the responsibility of teaching children positive social, emotional and spiritual skills through:

- Implementing the school's procedures for pastoral care, guidance and support.
- Responding to class/individual needs and issues, providing discrete sessions to promote pupils' personal and social development.
- Handling issues outside the classroom in a calm manner which encourages the children to reflect on their own behaviour. This will involve providing support and ideas in relation to solving problems independently.
- Modeling good practice in attitude, commitment and work ethic.

Developing responsible citizens should also be interwoven within other curriculum areas. For example, when children are taken on a trip, they are to be encouraged to show respect for members of the public and visit leaders listening and showing appreciation for their time. Cross-curricular links will be made where appropriate such as in PE/Science – Healthy Life Styles, Drug Education and Relationships & Sex Education.

For our C of E Schools - there is also a large overlap between the programme of study for religious education and the aims of Health education. We aim for our children to become upright members of the community who feel loved and cared for by our school family and, most importantly, God. We, therefore, deliver a proportion of our Health Education through our religious education lessons, using the Bible and teachings of Jesus as a basis from which our inclusive values and attitudes towards all people grow and flourish.

Teaching and Learning

We use a range of teaching and learning styles, including the children in activities such as: discussions, role play, games, investigations and problem-solving activities.

We encourage the children to take part in a range of practical activities that promote active citizenship e.g. charity fundraising; the planning of school special events like assemblies or open days; involvement in activities to help other individuals or groups (e.g. local nursing homes).

Classes are organised in such a way that pupils are able to participate in discussion to resolve conflicts or behaviour.

Children have opportunities to meet and work with members of the community, such as healthworkers, fire fighters, police, and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community. Children will take different roles of responsibility during their school life.

A range of activities outside the classroom include:

- Assemblies
- Visits to places of interest
- Extra-curricular activities
- Outdoor pursuits and team building in Year 6
- Eco Committee
- Sports Leaders
- Y6 Prefects
- Buddy system/Heads of Schools/House Captains
- School Council
- Fund raising and charity work
- Interaction with members of the local community, visiting speakers and professionals

Community Involvement

There are strong links with the local church and this provides opportunities for pupils' spiritual development. Links with local voluntary groups enable pupils to develop their understanding of citizenship. Effective links with the Fire service, Police service and Health service also provide valuable support in promoting personal and social development.

Assessment

The development of pupils in PSHE education is reported to parents in termly Parents' Evenings and an End of Year Report in the form of comments on personal progress.

Monitoring

The co-ordinator provides support for teachers and will lead the evaluation of Personal, Social and Health Education by:

- Discussion with teachers and pupils.
- Liaising with other co-ordinators.
- Communicating outcomes with the head teacher to outline strengths/ weaknesses.