

ORCHARD LEA JUNIOR SCHOOL

Relationships and Sex Education and Health Education Policy



Date of Policy Issue/Review	April 2021
Name of Headteacher	Mr Steve Summerton
Signature of Headteacher	

Relationships and Sex Education (RSE) and Health Education Policy

Rationale

This policy covers our school's approach to Relationships and Sex Education (RSE) and Health Education following the change in statutory guidance for schools in September 2020. It was produced in Spring 2021 by the senior leadership team in consultation with staff, governors and parents.

The teaching of RSE and Health education at Orchard Lea Junior School is underpinned by our school values: Respect, Collaboration, Independence, Creativity, Curiosity and Resilience. It also contributes to the school's commitment to promote pupils' spiritual, moral, social and cultural development.

At Orchard Lea Junior School, we believe that teaching of RSE and Health education should focus on providing pupils with the skills and understanding to form strong, positive and safe relationships, including those online, and be able to embrace a happy and successful adult life.

The school's aim is that pupils are able to....

- make informed decisions about their health, well being and relationships
- make informed decisions when facing risks and challenges
- know when and where to access help and support
- use the internet and social media safely
- develop resilience
- understand difference and the importance of equality
- treat others with kindness, consideration and respect.
- understand the importance of trust, honesty and truthfulness
- develop a sense of justice.
- have a sense of community and be active citizens
- understand the importance of self-respect and self-worth

RSE and Health education is **not** about the promotion of sexual activity.

We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND), by using the information and knowledge we have of specific children and their needs and differentiating accordingly. This will take place through conversation with those children's parents/ carers and other agencies to consult with them on the most appropriate ways to deliver certain topics or themes.

We ensure RSE fosters gender equality and LGBT equality by making reference to how there are different types of families and different types of relationships in our society. Any questions regarding gender equality and LGBT equality will be managed sensitively and in an age appropriate manner. *"Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum."* (Section 37 of the DfE guidance)

Legislation (statutory regulations and guidance)

The Department for Education introduced compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020. Also, from September 2020, it became compulsory for all schools to teach Health Education. At Orchard Lea Junior School, we have decided to continue to teach age-appropriate sex education alongside relationships education. In doing so, we have regard to section 67 of the statutory guidance:

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

The RSE policy should be read alongside other school policies:

- Anti bullying policy
- Behaviour policy
- Child Protection policy
- E safety policy
- Equalities policy

Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)

Curriculum

At Orchard Lea Junior School, we teach RSE and Health education as set out in this policy.

RSE and Health education is taught as part of the wider curriculum. Many aspects (particularly those relating to mental health and well-being, keeping safe, respectful friendships and healthy living) are regularly reinforced through day to day opportunities in school including assemblies, P4C enquiries and discussions around stories or texts shared in class. There will be discrete timetabled sessions but aspects of the RSE and Health curriculum may be taught through other subjects due to the cross-curricular nature of the learning. Particular cross-curricular links include the following:

- Science (Changing adolescent body; health and prevention; healthy eating)
- Computing (internet safety and harms; online relationships)
- PE (physical health and fitness)
- Design Technology (healthy eating).

RSE and Health education is taught by class teachers. Specific work on mental health and well-being will be reinforced with individuals and small groups by the school's trained Emotional Literacy Support Assistant (ELSA). All of our staff are sensitive to the needs and personal situations of the children and their families.

The majority of RSE and Health education sessions will be taught to mixed gender groups. In Year 5, the children will have their puberty sessions in single-gender groups and in Year 6, the pupils may be given the opportunity for a question and answer session within a single-gender group after the main sex education session.

Children will be encouraged to use the scientific vocabulary to describe male and female body parts but other words to refer to these body parts may come up in discussions and will be treated sensitively.

The school draws on a range of resources to support the planning and delivery of RSE and Health education. These include

- Resources from the PSHE association
- Texts and film clips linked to our English curriculum which promote morale understanding and underpin our school values
- ELSA support in school time
- Advice from our Public Health School Nurse
- Advice and guidance from the Professional's Mental Health Hub for staff to access and seek advice from CAMHS and Educational Psychology team
- Guidance from relevant training staff attend and share e.g. Mental Health Champions, Barnardos.

Teaching and resources will be differentiated as appropriate to address the needs of children, including SEND or Social and Emotional needs, in order for them to have full access to the RSE and Health curriculum. Teachers and TAs will be given specific guidance from the Designated Teacher for Looked After pupils, and any other professionals working with these pupils. Resources from local SEND School (which is accessed as an outreach service) can be used to support pupils with SEND. There will also be robust and detailed planning sessions with SENCO to ensure pupils with SEND are catered for.

The RSE and Health education curriculum has been mapped across the school, to ensure appropriate coverage and the inclusion of the statutory requirements. This is available on the school website. The key knowledge, skills and understanding that children should have been taught can be found in Appendix A.

Safe and effective practice

Teachers and pupils will agree ground rules at the start of discussions to ensure that all participants are able to share their views with the understanding that they will be listened to in a respectful manner. Pupils' questions will be answered by sensitively and with scientific facts. Pupils will be able to raise questions anonymously by using a post box system within the classroom and with the school ELSA.

All staff teaching RSE and Health education will be offered support or supervision time with a member of the SLT should they be faced with issues that personal mental health.

Safeguarding

All staff involved in the delivery of the PSHE curriculum are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, may lead to a disclosure of a child protection issue. One of the schools Designated Safeguarding Leads will be informed should such a situation arise and disclosures will be dealt with in line with school and local authority procedures relating to child protection. No member of staff can promise confidentiality if there any concerns in these circumstances.

Any visitors or external agencies who support the delivery of RSE, e.g. NSPCC delivering whole school assemblies, will discuss the content of their sessions with staff in advance and will be subject to a DBS check.

Role of governors

The governing body will approve the RSE policy and hold the headteacher to account for its implementation. The governor curriculum committee will be responsible for reviewing the RSE and Health education policy in conjunction with the senior leadership team and will seek the views of parents/carers where significant changes are considered. The PSHE Link governor will be responsible for liaising with the PSHE lead, monitoring the subject and feeding back to the governing body.

Role of SLT

The Senior Leadership Team (SLT) are responsible for ensuring consistent and appropriate coverage of the RSE and Health education curriculum. They will signpost year groups to appropriate resources and guidance and ensure that the school's resources are reviewed and updated, where necessary. They will monitor the impact of teaching through pupil interviews, sampling work and scrutiny of planning. The SLT will identify training for staff as necessary, with a particular focus on the teachers having a clear understanding of the new statutory requirements and guidance. The headteacher will manage any requests to withdraw pupils from the sex education sessions.

Role of teachers

Class teachers are responsible for delivering RSE and Health education in a sensitive way, modelling positive attitudes to RSE and Health education and responding to the needs of individual pupils.

Staff who have concerns about teaching aspects of the RSE curriculum are encouraged to discuss this with the headteacher.

Parents

The school is aware that the primary role in children's relationships and sex education lies with parents and carers. We are committed to working with parents and carers and we wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation.

We will make the RSE and Health education policy available to parents on the school's website. We will answer any questions that parents may have about the RSE and Health education of their child and take seriously any issue that parents raise with about this policy or the arrangements for the teaching of RSE and Health education in the school. We will notify parents when the Year 5 and 6 content on puberty and sex education will be taught. We work closely with parents to ensure that they are fully aware of what is being taught and the resources which used through parent information meetings.

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.

Parental Right to Withdraw

Parents/carers have the right to withdraw their children from the sex education delivered as part of the RSE curriculum. All requests by parents to withdraw from these sessions will be granted,

As part of the discussion with parents we will make sure that the parents are fully aware of the benefits and possible consequences of their child being fully informed. Parents would be

signposted to resources for them to cover the aspects at home if they prefer. Any children withdrawn from the sessions would be provided with alternative work in school.

At Orchard Lea Junior School, the only sessions which a child can be withdrawn from are the Year 6 sessions on how a baby is conceived and born. These areas of the curriculum are taught as discrete sessions. There is no right to withdraw children from aspects covered in the science curriculum (including puberty and changes to the adolescent body). There is also no right to withdraw from Relationships or Health Education; the contents of these subjects – such as family, friendship, safety (including online safety) – form part of the statutory curriculum.

In the course of delivering the curriculum, topics relating to sex education may arise incidentally in general discussion. While it is not possible to predict such incidents and, therefore, for children to be withdrawn from them, the school will ensure that they are treated sensitively and in such a way as respects the principle of the parental right to withdraw.

Policy review

The SLT will monitor the effectiveness of this policy and report to the governor curriculum committee. Teachers will critically reflect on their work in delivering RSE through discussion with colleagues, the monitoring of work and planning. Pupil voice will be used to review and tailor our RSE programme and parents will be consulted on any changes to the policy.

This policy will be reviewed in Spring term 2022

Appendix A

By the end of Primary school, children will have gained the following knowledge, skills and understanding.

Taken from Section 62 of the DfE guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. • that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	<p>Pupils should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how

	<p>people choose and make friends.</p> <ul style="list-style-type: none"> • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult.

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| | <ul style="list-style-type: none">• how to ask for advice or help for themselves or others, and to keep trying until they are heard.• how to report concerns or abuse, and the vocabulary and confidence needed to do so.• where to get advice e.g. family, school and/or other sources. |
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