

# The Orchard Infant School

## Personal Social and Health Education and Relationships and Sex Education Policy

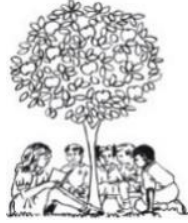


### Policy Summary

This policy outlines the teaching of Personal, Social & Health Education and Relationships & Sex Education at The Orchard Infant School.

Document Detail		
Document Type		
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Superseded documents	RSE Policy 2023	
Related documents	<ul style="list-style-type: none"> <li>• <b>Behaviour</b></li> <li>• <b>Anti -Bullying</b></li> <li>• <b>Child on Child Abuse, Sexual Violence and Harassment</b></li> <li>• <b>Child Protection and Safeguarding</b></li> <li>• <b>Equality Policy</b></li> </ul>	
Keywords		
Relevant external law, regulation, standards		
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18.1.24	Inclusion of references to PSHE and RSE rather than just RSE Inclusion of Jigsaw Scheme Inclusion of Online Safety – Project Evolve Inclusion of Half termly Children's safeguarding topics/theme days	FGB 18.1.24

Personal, Social and Health Education and Relationships and Sex Education  
 Policy Version: 1  
 Approved Date: 18.1.24



**The Orchard Vision:** *Inspiring Success*  
**Values:** *Determination, Courage, Respect and Kindness*

# **The Orchard Personal Social and Health Education and Relationships and Sex Education Policy 2024**

## **Contents**

1. School aims
2. Policies aims and values
3. Curriculum Organisation
4. Content of PSHE & RSE across the curriculum
5. Parental involvement
6. Right to withdraw
7. Visitors and visits
8. Response to sensitive issues
9. Lessons dealing with potentially sensitive issues
10. Monitoring evaluation and review

### **1. School Aims**

We want our school to be a **centre of excellence** for learning- for children and adults and our wider community. We want to create a school where:

- Children are safe, happy and healthy
- Children make outstanding progress and are confident, independent, enthusiastic and determined learners
- Staff are inspirational practitioners, able and enthusiastic to learn from and develop others
- Everyone shows respect and consideration for other people

We want to grow through supporting and developing other schools and continuing to learn ourselves.

### **2. Policy Aims and Values**

(Personal, Social, Health Education and Relationships and Sex Education will be referred to as PSHE & RSE throughout this document)

At The Orchard School we teach Personal, Social, Health Education as a whole school approach to underpin children's development as people and because we believe that this also supports their learning capacity. As part of this we also emphasise our relationships with other people and on promoting the skills which enable children to form healthy relationships with others. This forms our Relationships and Sex Education curriculum.

The Orchard School recognises the sensitivity of PSHE, and in particular RSE, for all members of the school community. Training has been given to all teaching and support staff to ensure consistency throughout the school in our approach to this subject. We have a close partnership with parents and

Personal, Social and Health Education and Relationships and Sex Education

Policy Version: 1

Approved Date: 18.1.24

governors who are kept informed of what the children learn and experience at The Orchard. We actively encourage the children to explore their feelings and relationships in many aspects of the school day in order to promote self-knowledge, self-respect, self-esteem and respect for others.

The PSHE & RSHE curriculum is designed to develop the knowledge, skills and attributes they need to keep themselves healthy and safe. PSHE and RSE lessons will provide children with a safe place for discussions of current and relevant social and emotional issues. We aim to empower the children to make informed choices for themselves, we ensure this through discussing the consequences of their actions and encouraging personal responsibility in their relationships.

#### **Links with other policies**

**This policy should be read in conjunction with the following Orchard Policies as many sensitive issues are explored and disclosures may arise during or following RSHE lessons:**

- **Behaviour**
- **Anti-Bullying**
- **Child on Child Abuse, Sexual Violence and Harassment**
- **Child Protection and Safeguarding**
- **Equality**

**Child on child abuse, Sexual harassment and Violence of any kind will not be tolerated and will be dealt with immediately with reference to Safeguarding policies and procedures.**

Through this policy we work to promote the following skills, knowledge and understanding:

#### Skills:

- Self-knowledge
- Confidence
- Self-esteem
- Respect for others
- Personal responsibility and accountability
- Decision making
- Expressing our emotions
- Telling an adult when someone upsets or hurts them

#### Knowledge:

- That animals and humans move, feed, grow, use senses and reproduce.
- The main external body parts of humans and the correct terminology for these.

#### Understanding:

- That our own and others actions have consequences and affect other people.
- That everyone is different and that every person deserves respect
- That it is ok to disagree respectfully and have a different opinion to your peer.

### **3. Curriculum Organisation**

The PSHE & RSE Subject Leader (Bethany Jackson) and Headteacher (Sally Cary) are responsible for the organisation of RSE.

PSHE and RSE is organised in several areas of the curriculum. Each week it is taught explicitly through:-

- PSHE - JIGSAW
- Science (including our bodies, growth and change and reproduction)
- RE (including Christianity, Islam, Judaism-respect for different cultures, faiths and relationships)
- History (including growing old)
- Geography (respect for people and customs of different nationalities)
- PE (including how bodies work)

Personal, Social and Health Education and Relationships and Sex Education

Policy Version: 1

Approved Date: 18.1.24

- Assemblies
- Consistent Behaviour Policy and anti-bullying approaches

Where it is taught within the curriculum, it will be delivered by the class teacher and therefore within a mixed sex class. Assemblies are provided by teaching staff and the Headteacher and are also mixed sex.

### **Playtimes**

Playtimes are a significant part of the school day for the children when the children are using, trying out and developing their social skills in forming relationships with others. They will be learning to:

- form relationships with a larger group of mixed aged children
- relate to different members of staff
- make choices about which games to play and how to play them
- manage conflict, understanding when this can be done independently and when adult intervention is required

We teach the children appropriate playtime games through the playground tutors and encourage the use of playground toys and equipment. The children are taught to TELL and discouraged from playing games involving inappropriate physical contact such as "kiss chase", rough chasing or "play fighting" games.

### **4. Content of PSHE & RSE across the curriculum**

The content of the PSHE & RSE curriculum are detailed in 'The Orchard school PSHE & RSHE Curriculum Overview'. Each term year groups will develop pupil's skill and knowledge in six key subject areas outlined in the PSHE Jigsaw curriculum. These are then broken into sub topics that build on the previous year's learning.

Autumn 1: Being Me in My World

Autumn 2: Celebrating Difference

Spring 1: Dreams & Goals

Spring 2: Healthy Me

Summer 1: Relationships

Summer 2: Changing Me

This curriculum is further supported in the following areas:

<b><u>Curriculum link</u></b>	<b><u>Year R</u></b>	<b><u>Year 1</u></b>	<b><u>Year 2</u></b>
Science	<ul style="list-style-type: none"> <li>• Challenging stereotypes</li> <li>• Body parts</li> <li>• Basic personal hygiene: toilet, washing hands before eating</li> <li>• Healthy eating</li> <li>• How we change as we grow older (me as a baby and now)</li> <li>• What I know about me</li> <li>• Animals have babies</li> <li>• Life cycles</li> <li>• Children's questions</li> </ul>	<ul style="list-style-type: none"> <li>• Continuing-challenging stereotypes</li> <li>• Personal hygiene</li> <li>• Knowing and naming body parts</li> <li>• Animal grouping including humans</li> <li>• Children's questions</li> </ul>	<ul style="list-style-type: none"> <li>• Continuing-challenging stereotypes</li> <li>• Healthy eating: 5 food groups</li> <li>• Food hygiene</li> <li>• Intro to exercise, effects on bodies- muscles, heart, lungs</li> <li>• Medicines: What is safe/unsafe</li> <li>• Female mammals have babies, feed young.</li> </ul>

PE (2 sessions per week)	Importance of warm up, feel heart beating, importance of exercise	Importance of warm up, feel heart beating, importance of exercise	Body before and after exercise-heart rate, sweat, thirst
History (1 session per week)	Body changes: Babies-Grandparents Family trees	Famous people-what we remember them for.	Famous people-how they related to others, changed lives.
RE (1 session per week)	Being different and special Celebrations/ special times/families	Respecting differences-Judaism, Christian Traditions – comparing and making links	Respecting differences-Islam Christian Traditions – comparing and making links
Computing Project Evolve Online Safety	Self-image and identity Online Relationships Online Reputation Online Bullying Managing online information Health, Wellbeing and Lifestyle Privacy and Security Copyright & Ownership	Self-image and identity Online Relationships Online Reputation Online Bullying Managing online information Health, Wellbeing and Lifestyle Privacy and Security Copyright & Ownership	Self-image and identity Online Relationships Online Reputation Online Bullying Managing online information Health, Wellbeing and Lifestyle Privacy and Security Copyright & Ownership
Assemblies	<ul style="list-style-type: none"> <li>• Celebrations</li> <li>• Everyone is different but special</li> <li>• Citizenship</li> <li>• Making choices</li> <li>• Sharing</li> <li>• Who cares for us</li> </ul>	<ul style="list-style-type: none"> <li>• Christian traditions and festivals</li> <li>• Respecting differences</li> <li>• School code of behaviour</li> <li>• School aims: safe happy, healthy</li> <li>• Caring for others</li> <li>• And the world around us</li> <li>• People who help us</li> <li>• Individual talents</li> <li>• Change</li> </ul>	<ul style="list-style-type: none"> <li>• Christian traditions and festivals</li> <li>• Respecting differences</li> <li>• School code of behaviour</li> <li>• School aims: safe happy, healthy</li> <li>• Caring for others</li> <li>• And the world around us</li> <li>• People who help us</li> <li>• Individual talents</li> <li>• Change</li> </ul>

Science children should be taught:-

- that animals, including humans, move, feed, grow, use their senses and reproduce
- to recognise and compare the main external body parts of humans
- that humans and animals can produce offspring and these grow into adults
- to recognise similarities and differences between themselves and others and treat others with sensitivity

In addition, we have a distinct safeguarding focus for each half term:

<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
PANTS rule and Childline Number	Anti-Bullying Firework Safety Road Safety	Children's Mental Health Week Online Safety (Safer Internet Day)	NSPCC assembly and Childline number Clever Never Goes	Sun Safety (Slip, Slap, Slop)	Water Safety

Personal, Social and Health Education and Relationships and Sex Education  
Policy Version: 1  
Approved Date: 18.1.24

			(Stranger Danger)		
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Through PSHE & RSE children are:-

- encouraged to develop confidence and self-esteem through talking, listening and thinking about feelings
- learning about friendships and how to play together, living in a family and the school community
- encouraged to 'tell' and taught ways of responding when they feel angry or upset
- learning about exercise and healthy nutrition
- basic first aid

### **5. Parental Involvement**

Parents are made aware of our school's programme through:-

- The school prospectus
- Home-school agreement
- Parent liaison group meetings/feedback with governors
- Weekly Year Group Teams Messages
- Weekly Headteacher Newsletters
- Website
- Homework letters
- Policy library in the entrance area

Parents have the opportunity to discuss any issues with their child's class teacher on a daily basis through our open-door policy, or at parent's evenings. The Headteacher is also available during these times for further information and discussion of any issues.

### **6. Right to withdraw**

Parents have a right to opt out of some PSHE & RSE lessons. The Head teacher will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum. There is no right to withdraw from Relationships Education or Health Education this means no right to withdraw from the teaching expectations. In Key Stage One our PSHE & RSE education will **only** include the **statutory** science curriculum, and Relationships and Health Education.

### **7. Visitors and visits**

As part of our PSHE & RSE curriculum we may involve visitors from our local and wider community including:-

- School nurse
- Pregnant mothers
- New born babies and their mothers/ fathers
- Grandparents
- Police
- Fire Service
- Charitable organisations

Visitors will understand the school's policy and practice. Visitors will be informed about what the children already know and what the learning intention is for their visit. A teacher will always be present during a visitor's session to ensure continuity in the teaching, to monitor the appropriateness of the content and to support the visitor by ensuring management of pupil behaviour.

The children have the opportunity to visit the local area shops and streets, gaining familiarity with the local community, visiting elderly residents in care homes, the local churches, the synagogue and other places of worship where possible so that they gain an understanding of their wider community and its diversity.

Personal, Social and Health Education and Relationships and Sex Education

Policy Version: 1

Approved Date: 18.1.24

## **8. Response to Sensitive Issues**

In discussing feelings and relationships with others and how we grow and change as we get older, children may ask questions or make comments which raise sensitive issues.

We will respond to these in the following ways:-

- Answering honestly, factually and using correct terminology-but within the child's level of experience and understanding.
- Delaying a response to a question by reassuring that it will be answered at a later stage,(by parents or by self once advice sought)
- Issues posted through the class worry box will be dealt with individually by the class teacher according to the content of the issue
- Teachers are able to seek advice about their response given to specific issues from the PSHCE co-ordinator or Headteacher
- Teachers cannot offer or guarantee pupils unconditional confidentiality
- If there is any possibility of abuse our child protection policy will be followed
- When a child protection issue is raised the member of staff aware of the issue must inform the Head Teacher (DSL/Designated Safeguarding Lead) or the deputy DSL. (Refer to Child Protection Policy).

## **Sensitivity to children's diverse experiences**

At The Orchard we promote mutual respect and a non-judgemental approach to different kinds of families. Through RE we talk about marriage when talking about important Christian traditions, (DfE), but we recognise that many children live in families with one parent, step parents, extended families, unmarried parents, same gender parents, family members that are undergoing or have had gender reassignment, relatives, adoptive or foster parents. It is important that we recognise and value the "importance of stable and loving relationships", (DfE), within this varied context.

In line with our Equality Policy, at the Orchard we promote respect for all and value every individual child. We also respect the right of our families, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be intention with our approach to some aspects of Relationships Health and Sex Education.

## **9. Lessons dealing with potentially sensitive issues**

In Year two children are taught that animals, including humans, reproduce. This objective is usually taught through the science lessons over two afternoons. The lessons may include:

- a video showing animals and their babies and a mum with her new born baby
- discussion and recording of the similarity between animals and humans-they grow, feed from their mothers, need food and water, females can have babies.
- Staff will specifically use the word "womb" to explain where an unborn baby is growing inside the mother and "breasts" in discussing how human babies feed.
- In the Changing Me unit in our Jigsaw PSHE curriculum, if children refer to body parts using different terminology, the staff will model the correct terminology, ie: penis, vagina.

## **10. Monitoring, Evaluation and Review**

The PSHE & RSE co-ordinator and Headteacher will monitor, evaluate and review the delivery of this through:-

- Discussion at teaching and support staff meetings
- Teachers evaluations of lessons and children's feedback (written on plans and verbal)
- Leadership meetings
- Annual policy review

Latest review:

January 2024

Next review:

January 2025

Personal, Social and Health Education and Relationships and Sex Education

Policy Version: 1

Approved Date: 18.1.24