



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

# The Orchard Relationships and Sex Education Policy 2023

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## Relationships and Sex Education Policy

### 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

RSE means Relationships and Sex Education. At The Orchard the emphasis is on our relationships with other people and on promoting the skills which enable children to form healthy relationships with others. The Orchard School recognises the sensitivity of 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 RSE. We have a close partnership with parents and 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 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

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:

- Selfknowledge
- 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 RSHE Subject Leader (Bethany Jackson) and Headteacher (Sally Cary) are responsible for the organisation of RSE.

RSHE is organised in several areas of the curriculum. It is taught explicitly through:-

- 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)
- RSHCE
- Assemblies (including Citizenship)
- 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.

We are using the **6R's** across the curriculum to teach, model and reward learning behaviours:

- Responsibility**
- Resilience**
- Reasoning**
- Resourcefulness**
- Reflection**
- Respect**

**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 RSE across the curriculum**

The content of the RSE and PSHE curriculum are detailed in ‘The Orchard school RSHE Curriculum Overview. Each term year groups will develop pupil’s skill and knowledge in three key subject areas outlined by the PSHE Association Programme of Study; health and wellbeing, relationships, living in the wider world. These are then broken into sub topics that build on the previous year’s learning. Please see this scheme of work for details of the content of each topic as taught in each year group.

<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 and other faiths.
ICT	Basic E-safety understanding What to do if you're worried when online	E-safety How to use the internet safely What to do if you're worried when online	E-safety How to use the internet safely What to do if you're worried when online
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>

In addition, in 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

Through RSHE 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 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 RSHE education will only include the statutory science curriculum, Relationships and Health Education.

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

As part of our 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
- 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.

### **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, 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.

#### **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. Although not explicitly taught through a lesson, if children refer to other body parts using different terminology, the staff model the correct terminology, ie: penis, vagina.

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

The PSHCE co-ordinator and Headteacher will monitor, evaluate and review the delivery of RSE 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 2023

Next review: January 2024