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*Inspiring learning; nurturing minds; achieving for
life*



Rode Heath
PRE-SCHOOL

Relationships and Health Education Policy

Written by:	Caroline Pecora	Date: September 2023
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INTRODUCTION

Under the Children Act 2004 schools have a duty to promote the well-being of their pupils and good quality SRE contributes to this duty.

Ofsted carries out subject inspections for PSHE and draws attention to the correlation between outstanding schools and effective PSHE programmes.

The National Curriculum Framework Document (2013) states that: 'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.'

This policy:

- has been developed through a process of consultation with the relevant professionals.
- Developed with consultation of the Governing Board on 24.3.2016
- This policy will be reviewed March 2019

SEX AND RELATIONSHIP EDUCATION POLICY STATEMENT

Sex and Relationships Education (SRE) forms part of the Personal, Social and Health Education (PSHE) curriculum to ensure that pupils:

- _ receive their sex education in the wider context of relationships; and
- _ are prepared for the opportunities, responsibilities and experiences of adult life.

(Sex and Relationship Education Guidance, DfEE July, 2000)

AIMS AND OBJECTIVES FOR SEX AND RELATIONSHIP EDUCATION

The aim of SRE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. This should take place with consideration of the qualities of relationships within families.

The objectives of Sex and Relationship Education are:

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self esteem and confidence, especially in their relationships with others;
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help pupils' develop skills (language, decision making, choice, assertiveness) 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 respect and care for their bodies
- To be prepared for puberty and adulthood

MORAL AND VALUES FRAMEWORK

Sex and relationship education will reflect the values of the PSHE and Citizenship programme. SRE will be taught in the context of relationships.

In addition SRE will promote self esteem and emotional health and well being and help them form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

- Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children.
- It is our intention all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision if required.

Parents/carers have the right to withdraw their children from all or some of the SRE provided outside of the National Curriculum

THE ORGANISATION OF SEX AND RELATIONSHIP EDUCATION IN RODE HEATH SCHOOL

This content has been agreed in consultation with governors, parents and teaching staff.

Mrs C. Pecora is the designated teacher with responsibility for coordinating sex and relationship education.

Sex and relationship education is delivered through Science, RE, PSHE, Citizenship and Literacy activities. Sex and relationship education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as the school nurse. Class teachers are responsible to ensure SRE lessons are suitable according to the needs of the class and are age appropriate.

They have a duty to promote the well-being of their pupils and good quality SRE contributes to this duty. SRE within Rode Heath school will focus on safeguarding / keeping children safe with emphasis in particular in the link between knowing the names for body parts, touch and personal space, understanding appropriate and inappropriate touch and internet safety / communication in relationships.

A range of teaching methods which involve children's full participation are used to teach sex and relationship education. These include use of video, discussion, looking at case studies, drama and role play.

Sex and relationship education is usually delivered in mixed gender groups however, there may be occasions where single gender groups are more appropriate and relevant.

Resources to teach sex and relationship education include fiction, reference books, leaflets and extracts from videos.

PROPOSED CURRICULUM OVERVIEW

(adapted from the SRE scheme *Christopher Winter Teaching SRE with Confidence in Primary Schools*)

The SRE curriculum will consist of typically between three and four lessons throughout the year (depending on the needs of the class).

Below is an outline of the general themes and focuses of the proposed lessons:

Reception: - Friendships - To consider how we treat each other; what is bullying behaviour; and promoting self-awareness and self-esteem

Year 1: Our Lives - To consider the routines and patterns of a typical day and understand some areas in which the children can look after themselves e.g. dressing and undressing; to understand why hygiene is important; and to recognise that all families are different and understand how members of a family can help each other.

Year 2: Growing and Caring for Ourselves - To understand some basic hygiene principles; to introduce the concept of growing and changing; and to explore different types of families and who to ask for help.

Year 3: Differences - To introduce the concept of male and female and gender stereotypes; to describe some of the physical differences between males and females and to understand how this is part of the lifecycle; and to name the male and female body parts.

Year 4: Valuing Difference and Keeping Safe - To explore the differences between males and females and to name the body parts; to understand personal space, identifying different types of touch and talk about

ways of dealing with unwanted touch; and to explore different types of families and who to go to for help and support.

Year 5: Growing Up - To explore the human lifecycle; to identify some basic facts about puberty; and understand that children change into adults so that they are able to reproduce.

Year 6: Puberty - To explore the emotional and physical changes occurring in puberty; understand how puberty affects the reproductive organs; and know how to get help and support during puberty.

LEGAL REQUIREMENTS FOR THE TEACHING OF SEX AND RELATIONSHIPS

All schools must teach the following as part of the National Curriculum Science Orders, parents do not have the right to withdraw their child/children.

NATIONAL CURRICULUM FOR SCIENCE

Key Stage 1

Pupils should be taught to:

- identify, name, label and draw the basic parts of the human body and say which part of the body is associated with each sense
- notice that animals, including humans, have offspring which grow into adults

(They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.)

Key Stage 2

Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age.

(Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.)

CHILD PROTECTION / CONFIDENTIALITY

Teachers are to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member will inform the Head Teacher /Designated Child Protection person in line with the LA procedures for child protection.

A member of staff cannot promise confidentiality if concerns exist.

LINKS WITH OTHER POLICIES

This policy is linked with the following policies:

PSHE & Citizenship

Equal Opportunities

Child Protection

Confidentiality

Behaviour

ROLES AND RESPONSIBILITY

The Class Teacher is responsible for:

- Providing work at an appropriate level;

- Sharing any safeguarding concerns with designated safe guard officer within the school.

The DESIGNATED SRE LEAD will:

- Ensure teachers are provided with lesson guidance and applicable resources.
- Liaise with parents regarding lessons and materials used.
- Offer support, monitor and review teaching of SRE within the school.

The Head teacher will:

- Offer help and advice to the designated SRE lead and class teachers;
- Allocate staff and resources where they are needed;
- Review the effectiveness of SRE within the school.

The Governor Board will:

- Be aware of SRE taking place within the school;
- Review policy and course materials

APPENDIX

Glossary of terms

SRE

Sex and Relationships Education

PSHE

Personal, Social and Health Education

SEN

Special Educational Needs: a child has a learning difficulty or disability that makes it harder for them to learn than most children of the same age.

MONITORING AND EVALUATION

The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents.

The effectiveness of the SRE programme will be evaluated by assessing children's learning and implementing change if required.