

Relationships and Health Education Policy



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Context

Garden City Academy is set in the town location of Letchworth, in Hertfordshire. The school will take children from Nursery up to Year Six. In September, there will be approximately 210 children on roll. The school will be predominantly made up of White British children, although there is a percentage of EAL learners and some children from minority ethnic backgrounds. Most children are of Christian denomination; however, some do come from a range of other faiths.

Definition of Relationship Education

Relationship and Health education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health.

Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age.

Moral and Values Framework

Relationship and Health education will reflect the values of the PSHE and Citizenship programme. RHE will be taught in the context of relationships. In addition, RHE will promote self-esteem and emotional health and well-being and help children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

Aims and Objectives for Sex and Relationship Education

- 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

How sex and relationship education is provided and who is responsible for providing it

The PHSE/RHE subject leader, alongside the curriculum leader, is the designated teacher with responsibility for coordinating relationship and health education.

Delivery of Relationship and health Education is the responsibility of the Class Teacher. However outside agencies, for example the school nurse may also have an input, although always in line with our school ethos. Parents are asked to support the teaching at home.

Sex and relationship education is delivered through Science, RE, RHHE & Citizenship, Literacy activities, and circle time. 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.

Broadly, the National Curriculum Science (2014) outlines the following coverage:

Key Stage 1

Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Key Stage 2

Pupils should be taught to:

- describe the life process of reproduction in some plants and animals.
- describe the changes as humans develop to old age.

Every child is entitled to receive RHE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, Special Educational Needs, disadvantaged and looked after children.

It is our intention all children have the opportunity to experience a programme of RHE at a level which is appropriate for their age and physical development with differentiated provision if required for those children with Special Educational Needs.

Such a programme can successfully follow the outline given below:

Early Years

- Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

Key Stage 1

- The class teachers will use the 1 Decision RHE scheme programme.
- Year One will focus on general hygiene and how to stay clean. The starting point for these sessions focuses on creating a respectful place where they can talk to each other and how to respectfully express our emotions. Following on from this, the children will then learn about the differences between boys and girls, leading to the final sessions where the children will learn about different families and who they can turn to when they need help.
- Year Two will expand on the children's learning about the differences between boys and girls. During these sessions, gender stereotypes will be challenged when they explore some of the similarities boys and girls have (e.g. boys with long hair). Later, the children will then learn that a male and female is required to make a baby through learning about human and animal lifecycles. Finally, the children will learn about the different body parts of males and females.
- Through work in science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce.
- They learn about the importance of personal hygiene to maintain good health. In RE and Citizenship children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

- They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them.
- They also learn about personal safety.

Key Stage 2

- The class teachers will use the 1 Decision RHE scheme programme.
- In Year Three, the children will recap the differences between male and female bodies. They will then learn about consent and how someone has the right to say if they dislike something. This then reinforces the skill of resisting pressure to do something dangerous or something that makes them uncomfortable. Finally, they will learn about different relationships.
- In Year Four, the children will recap the human lifecycle and how the body changes as a child grows up. Following on from this, they will then learn some of the basic facts of puberty and then make links between puberty and reproduction. As well as the physical elements of growing up, the children will also learn about emotional changes during puberty.
- In Year Five, the children will learn about how their emotions may change as they go through puberty. They will also go into more detail about the physical changes males and females go through during puberty. This unit will end with advice on how to ensure they stay hygienic during this time and where they can get support from if they need it.
- Year Six will cover health and wellbeing alongside relationships. Within this the children will learn about how their body will, and emotions may, change as they approach and move through puberty. They will learn about human reproduction, they will also go into more detail about the physical changes males and females go through during puberty and how this effects their reproductive organs. the importance of protecting personal information, including passwords, addresses and the distribution of images themselves. Alongside this they will also learn about the different types of relationships including those between friends and families, civil partnerships and marriage. This will all conclude with what a healthy relationship is and what skills they need to form one.
- In science children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby on years 5 & 6.
- Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In RE and PSHE & C, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.
- Sex and relationship education should focus on the development of skills and attitudes not just the acquisition of knowledge.

Pupils in Years 5 and 6 are taught specifically about the physical differences between boys and girls. In Year 6 the basic biology of human reproduction and the physical changes of puberty are taught. Depending on the maturity and make-up of the class, the time in which the curriculum is delivered in Year 5 and Year 6 is decided upon by the Class Teacher in discussion with the Senior Leadership Team.

In Years 5 and 6, there is a separate session for girls with a female member of staff to talk about issues involved in the menstruation cycle.

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

Parental consultation

The school informs parents when aspects of the sex and relationship programme are taught within Year 6 and Year 5 and provides opportunities for parents to view the resources being used. During its initial implementation, parents were invited to attend a parent consultation where the RHE curriculum is discussed. All parents/guardians have a right to withdraw their child from all or part of RHE at school except for those parts included in the statutory National Curriculum.

Year 5 and Year 6 class teachers write to parents/guardians at the start of the term in which material outside the National Curriculum will be delivered. This letter will provide brief details of what will be taught and will request parents who do not wish their child to attend all or some of these sessions to respond to the Class Teacher. We will make alternative arrangements for withdrawn children. However, by working in partnership with parents we hope that they recognise the importance of this aspect of their child's education.

Safeguarding / Confidentiality

Teachers need 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 safeguarding issue. The staff member will inform the Head Teacher /Designated Senior Person for Child Protection person in line with the LA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique.

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs or direct the child to speak with their parents/carers.

Monitoring and Evaluation

Monitoring is the responsibility of the Headteacher, named governor and teacher with responsibility for sex and relationship education. 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/carers.

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

LGBT

Schools are free to determine how they address LGBT specific content, but the Department recommends that it is integral throughout the programmes of study. As with all RHE teaching, schools should ensure that their teaching is sensitive, age-appropriate and delivered with reference to the law. With all RHE teaching, schools should ensure that their teaching is sensitive and age-appropriate.