



Primary Relationship, Sex and Health Education Model Policy

This policy has been developed through consultation with: SACRE, Redbridge Faith Forum, an Equality reps working party, Faith and Belief reps, Youth council, Parent Rep Working parties, Redbridge RSHE outreach services, Parent reps, Governors and Teachers.

Glade Primary School community has co-constructed this with:



Person responsible for RSHE in school: Mrs S Jain

Head teacher: Mrs F Hussain

Chair of Governors: Ms N Chavda

Date ratified by Governors or trustees: 07.07.21

When the policy will be reviewed: June 2022



Borough-wide consultation has taken place concerning the implementation of the 2020 guidance in RSHE (tick as appropriate)

Pupils	Parents/ carers	Community groups	Faith groups	Local councillors	Teachers	Ofsted	School governors	LA	Professional Associations
	✓	✓	✓		✓				

School consultation has taken place concerning the implementation of the 2020 guidance in RSHE

	Parents/Carers	Teachers	Pupils	School governors
Date	Wave 2: Spring 2 June 28 th -30 th	4 th January 2021	20 th May 2021	March 2021 June 2021
What we did	Wave 2 consultation with parents over Zoom following pre-consultation survey Post-consultation survey	Whole School Staff Inset Regular , on-going Training sessions for staff	Pupil Survey and conference	Briefing provided by LBR to lead Governor Briefing provided to Governors curriculum committee by RSHE Lead Policy ratified after all consultations were complete.

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Aims and Objectives - RSHE

It is the intention of Glade Primary to teach age appropriate, pupil sensitive, evidence based RSHE that respects the law and all communities that call Redbridge home.

At Glade Primary, it is our expectation that RSHE provides a learning space to understand Personal, Social and Health skills, knowledge and understanding, to enable children to navigate the world in which they live throughout childhood but also into adulthood; therefore, RSHE is such an important element of the curriculum.

Credit and thanks to the London borough of Newham and Tower Hamlets for access to their policy. Special thanks to Jo Sell, Claire Clinton and the Newham RSHE partnership for their support to Redbridge.

Statutory Content Primary – RHE

As of September 2020, it is the legal requirement of Primary Schools – both maintained and Academies to teach Relationships and Health Education, alongside the Science National Curriculum and within the context of safeguarding and maintaining a child centred approach in accordance with the ‘Keeping children safe in education document’ (DfE, Sept, 2020).

At Glade Primary, we acknowledge and recognise that families are a child’s first and most effective teacher. It is our aim to build on the established foundation of the Redbridge syllabus and consultation of working in partnership with parents/carers to educate our children about these important subjects.

Here at Glade Primary, we will ensure that an annual meeting is held to present our RSHE curriculum and create a space for questions to be raised. The Government guidance is due to be reviewed every 3 years.

As a Gold Level Rights Respecting school, we value diversity and foster mutual respect, modelling and inspiring attributes in pupils such as respect, courtesy and honesty. These underpin and inform the relationships we have, between pupils and between adults.

National Curriculum Science

The Key stage 1 and Key stage 2 NC states that children's learning should include teaching about the importance of exercise and the impact associated with diet, drugs and lifestyle on the function of the body, the growth and development of humans from birth to old age, including the changes experienced during puberty and asexual and sexual reproduction in plants and mammals. Full Science curriculum context can be viewed in appendix 1.

There continues to be no right to withdraw from the Science National Curriculum.

Health Education

The aim of Health Education is to provide information to children that will empower them to make their own choices about their physical and mental wellbeing and health. Children will recognise what is usual and what is not, in themselves and others and be equipped to seek support at the earliest opportunity from appropriate sources.

Puberty, including menstruation, will be covered in Health Education and should, as far as possible, be addressed before children begin puberty. At Glade Primary, we have followed the recommendation of the Redbridge syllabus to teach about the menstrual cycle within Year 4, as an additional parent and child invited session, if this is requested by parents. This is earlier than detailed in the statutory Science KS2 curriculum whereby topics such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in plants and animals is taught in Upper KS2. See appendix 2 & 3 for full list of content.

There is no right to withdraw from Health Education.

Relationships Education

The aim of Relationships Education is to provide information to children that will empower them to understand themselves and the world in which they live. The focus in Primary schools should be on teaching the fundamental building blocks and characteristics of positive relationships, with family members, other children and adults along with encouraging the development their own positive personal attributes such as a belief that they can achieve and persevere towards tasks and long-term rewards, honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, as outlined in the guidance. It also aims to teach how to seek support and guidance from appropriate sources. Lessons will be evidence based, age appropriate, based on the law and sensitive to the needs of all children. See appendix 2 & 3 for full list of content.

There is no right to withdraw from Relationships Education

Safeguarding

Safeguarding is an important aspect of all the lessons taught as part of RSHE in our school. Our safeguarding policy will be applied to and supported by all aspects of RSHE and any disclosures or issues arising as part of RSHE, will be dealt with in line with our safeguarding policy. The aim of including safeguarding within the syllabus enables consistent, age appropriate fact-based vocabulary to report any concerns of abuse including, physical, emotional, sexual and neglect.

Non - Statutory RSHE

Sex Education that goes beyond National Curriculum Science

The Government and local advisors strongly recommend and (school name) have decided, after consultation with parents/carers, to teach Sex Education beyond that taught within the Science curriculum. The school will be teaching about 'how a baby is conceived and is born' in year (5/6) following on from the National Science Curriculum, which teaches about sexual reproduction in mammals in year 5. Sex Education at (school name) will be taught by trained staff in an age appropriate and sensitive way and we believe will help to ready children for their move to Secondary School.

Parent/Carer right to withdraw their children from non – statutory Sex Education

Parents/Carers continue to have the right to withdraw their children from non-statutory Sex Education e.g. 'How a baby is born and conceived', following a meeting with a member of the leadership team to share their concerns. This conversation/meeting will be documented by the school. In the first instance, parents are requested to please contact the Head Teacher in written form to inform them that they do not wish for their child to attend these sessions. See Appendix 4.

Definitions

Relationships Education - Primary

Relationships Education is the teaching of respectful relationships within peer groups and families (which may include different family structures: single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures). In British law, it says that people have a right to live in families of their own choosing. The most important thing is that we always make sure to respect the way that people choose to live their lives. This is a focus in topics such as: People who care for me, Caring friendships, Respectful relationships, Online relationships and Being safe. They incorporate core safeguarding elements, including children being able to confidently report concerns or abuse. Children in Upper KS2 should be able to use the correct scientific vocabulary to do so (scientific names for main external body parts including penis, vulva and buttocks).

Sex Education – Primary

Sex Education in Primary is the teaching of sexual reproduction – how a baby is conceived and born- which goes beyond the National Curriculum teaching of reproduction in mammals and plants.

Health Education – Primary

Health education is the teaching of Mental Wellbeing, Internet safety and harms, Physical health and fitness, Healthy eating, Drugs, alcohol and tobacco, Health and prevention, Basic first aid and Changing adolescent body.

Equality

The school will comply with the relevant requirements of the Equality Act 2010 and the Public Sector Equalities Duty (2014): schools must not unlawfully discriminate against pupils or allow children to be bullied because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (Protected Characteristics).

The delivery of the content of RSHE will be made accessible to all pupils, including those with SEND. At Glade Primary, we celebrate difference and diversity. The bullying or discrimination of anyone for any reason is not acceptable. It is expected that our Relationships Education curriculum will lead to a stronger sense of community, mutual respect and give pupils a sense of responsibility. This will help to keep Glade Primary a safe, inclusive and caring place for all, upholding the core values and ethos of the school.

Faith sensitivity

Some religious people/faiths will see some family structures as a preferred way of living. British Law says that people have a right to live with whoever they choose. The most important thing is that we always make sure to respect the way that people choose to live their lives. Teachers can acknowledge in RSHE lessons that some children/young people may have beliefs about the content to be taught, whilst noting that the purpose of the lesson is to give information. Children and young people will also be reminded of the ground rules and their right to pass on discussing anything that they do not want to. For some children and young people, it might be forbidden to discuss sex and the human body, which may be seen as a private matter.

Organisation of Teaching, Assessment & Review

It is our intention that RSHE sessions will meet our high standard of teaching and learning. Therefore, planning will be accessible to the RSHE lead, Mrs S. Jain, to review, discuss and develop CPD opportunities where appropriate.

Teachers will be responsible for assessing the children's learning and progress. At Glade Primary, teachers will identify prior learning through questioning as part of beginning lessons.

The SLT will assess children's learning and progress through book monitoring, learning walks, pupil conferences and moderations. RSHE lessons will be included in whole school learning walks as part of the monitoring process. Learning will be evidenced in children's books and teachers' lesson plans. We have chosen this approach because it allows us to have a thorough overview of the teaching and learning of the RSHE curriculum across the school. It also allows us to identify any areas of need or support which can be addressed through our INSET programme. We are also able to identify strong practice which can be shared with others. This will help to ensure that teaching and learning of the RSHE curriculum is consistent across the school.

RSHE will be taught in classes by class-teachers, following planning and guidance provided by the borough and Newham partnership. RSHE will be taught all year round as part of class time. Human reproduction will be taught in Year 5 as part of statutory science lessons. Children will be able to ask questions, responses should be evidence based, age appropriate, based on the law and sensitive to the needs of children. Home and School Partnership and communication and an understanding of the school's approach to safeguarding disclosures is important.

What training will staff be given?

Whole school training was provided at the beginning of January 2021 and has been supplemented over the Spring and Summer terms to ensure that guidance and support for all staff has been thorough and incremental. All adults know about the importance of being sensitive in all RSHE lessons. The RSHE lead has received borough-wide training to be able to lead staff training to others delivering RSHE in their school. Training and support will continue over the year.

Resources

Resources

Our RSHE lead will work with year groups teams to choose educational resources and materials that are age appropriate and enhance the teaching of RSHE exercising their professional judgement and that are in line with our legal duty in relation to impartiality.

These educational resources could include Power points and worksheets from Jigsaw and Twinkl.

In the event of external agencies/tools/resources being used, Glade will ensure the materials comply with our RSHE policy, the Teaching Standards, the Equality Act 2010, the Human Rights Act 1998, the Education Act 1996 and align to the teaching requirements set out in the statutory guidance.

Some of these resources will be shared at our annual Parent/Carer RSHE meeting.

RSHE Lead

The name of the RSHE at Glade Primary is Mrs. S Jain.

If you have any questions regarding this policy or RSHE please contact Mrs Jain or a member of the SLT.

Parents will know about the roles and responsibilities of the RSHE Lead, our SENCO and Safeguarding lead through information provided on the website and regular communication for updates.

Children at school are aware that Mrs. Jain is the PSHE Lead, and from September 2021, they will know that she is also leading and supporting staff and children in the teaching and learning of RSHE throughout the school.

Appendix 1

Science National Curriculum

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study>

Year Group	Objectives from: Animals including Humans
Year 1	<ul style="list-style-type: none"> • identify and name a variety of common animals that are carnivores, herbivores and omnivores • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • identify and name a variety of common animals that are carnivores, herbivores and omnivores • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
Year 2	<ul style="list-style-type: none"> • 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
Year 3	<ul style="list-style-type: none"> • identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • identify that humans and some other animals have skeletons and muscles for support, protection and movement
Year 4	<ul style="list-style-type: none"> • describe the simple functions of the basic parts of the digestive system in humans • identify the different types of teeth in humans and their simple functions • construct and interpret a variety of food chains, identifying producers, predators and prey
Year 5	<ul style="list-style-type: none"> • describe the changes as humans develop to old age
Year 6	<ul style="list-style-type: none"> • identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • describe the ways in which nutrients and water are transported within animals, including humans

Appendix 2

Redbridge Syllabus for RSHE

https://search3.openobjects.com/mediamanager/redbridge/fsd/files/complete_primary_syllabus.pdf

Glade Primary School have adapted their syllabus from the Redbridge syllabus, with agreed amendments, following consultations at all levels.

Appendix 3**DfE Guidance for teaching Relationships, Sex and Health Education 2019.**

[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)

Appendix 4

Forms or details relevant to withdrawal from Sex Education

Parents/Carers continue to have the right to withdraw their children from non-statutory Sex Education e.g. 'How a baby is born and conceived', following a meeting with a member of the leadership team to share their concerns. This conversation/meeting will be documented by the school. In the first instance, parents are requested to please contact the RSHE lead or Head Teacher in written form to inform them that they do not wish for their child to attend these sessions.

Content of our letter to Parents:

Dear Parents and Carers,

This letter is to inform you that the life process of reproduction in humans, including the growth of a baby over 9 months (**Non-statutory RSHE**), will be taught to your child's class this term. This is a valuable part of children's education and all children will benefit from a clear and coherent programme of RSHE.

Our Jigsaw scheme of work is fully consistent with Redbridge's recommended programme and the DfE guidelines on teaching RSHE. Our framework for teaching RSHE is set within the context of developing loving relationships, family and emotional well-being. It is taught through a whole range of means including circle time, discussions and support from Redbridge's RSHE team and the school nurse.

Although you have the right to withdraw your child from this part of the RSHE curriculum (which is not included in the Science national curriculum), we would strongly urge that you support the programme and encourage your child to participate fully in lessons.

If you would like to withdraw your child from the sessions, please put this in writing to Mrs Hussain. It is vitally important that your child receives clear and relevant information rather than picking up playground gossip. Teachers are fully aware of the need for religious, family and cultural sensitivity and respect the backgrounds of all our children. If you would like to view the scheme and Power-point presentations that will be used for the sessions beforehand, please speak to your child's class teacher.

Thank you for your support.

Appendix 5

Pupil voice survey

Consultations were carried out with a cross-section of children in Years 5 and 6, including all of the Article 12 Steering Group, over May and June 2021, in the form of pupil conferences and completion of surveys.

All the children agreed that they would like (and trust enough) to learn about relationships, growing up and puberty from both parents and at school (their teachers). They also said that they get most of their information about relationships, growing up and puberty from both parents and at school (their teachers), with some including friends as an additional source.

Some of the areas taught in PSHE lessons at school that children have commented on being those that have supported their well-being the most are: Understanding importance of physical health; maintain good mental health; understanding their own feelings as well as that of others; how to be more resilient and how to solve own anxieties and family relationships.

Children commented that they would like to learning about growing up, body changes during puberty and develop greater confidence in themselves as they transition to secondary school.

They all agreed that a strong school-home partnership has optimum impact on learning.

Appendix 6

Links to Children's Rights (UNCRC)

As a rights respecting school, this policy supports the following articles from the *UN Convention on the Rights of a Child*:

Article 3: (best interests of the child) The best interests of the child must be a top priority in all actions concerning children.

Article 12: (respect for the views of the child) Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

Article 19: States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child. Such protective measures should, as appropriate, include effective procedures for the establishment

of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.

Article 28: (right to education) Every child has the right to an education. Primary education must be free. Discipline in schools must respect children's dignity.

Article 29: (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 34: Children have the right to be free from sexual abuse.