



# **Primary: Relationships Sex and Health Education (RSHE) Policy 2023 - 2024**

Person responsible for RSHE in school:	PSHE Lead: Sharifa Begum
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This policy has been created by Vicarage Primary school and other schools in Newham consulting with:

- Young people’s sexual health services
- Parents/Carers                      Consultation with over 30 governors who are Newham parents/carers
- LGBT+ community                - Individuals, groups and teachers who identify as LGBT+
- Councilors                            - Briefing and consultation with over 30
- Teachers                              - 80+ attended training, 55+ attended Network Meetings
- Other places                         - Birmingham, Redbridge and Tower Hamlets RSE leads
- Governors & trustees            - around 130 attended training at Education Space on RSHE
- Faith groups                         - 20 survey monkey responses and meeting held with 30 Imams
- SACRE                                 - 19 different individuals representing
  - Muslims                      Sunni and Shia
  - Christians                  Catholic and protestant
  - Hindus
  - Buddhists
  - Jews
  - Sikhs
  - Humanists
- Pupils                                 - carried out in December 2019 with three primary and three Secondary schools, involving about 130 pupils
- SEND educational services
- DfE and Ofsted
- Head Teachers including Nursery Head Teachers

**School consultation regarding the implementation of the 2020 guidance in RSHE**

	Parents/Carers	School Staff	School Governors
Date	7 <sup>th</sup> October 2020	July and September 2020	October 2020
What we did	Consultation with parents/carers	Inset on delivery of RSHE curriculum content in July 2020 Staff training led by Clare Clinton on 2 <sup>nd</sup> Sep 2020	Training in February 2020 led by Claire Clinton Policy review in October 2020

Review Date: February 2022

## **Aims and Objectives of RSHE**

It is the intention of Vicarage to teach high quality, age appropriate, pupil-sensitive, evidence-based RSHE that demonstrates a respect for the law and all communities that call Newham home. It is expected that RSHE in Vicarage will help pupils to learn about themselves and the world they live in, giving them the skills, understanding and information they need for life. This will help them to stay safe and to flourish, not just in childhood, but into adulthood and for the rest of their lives. This is why RSHE is such an important part of the curriculum.

## **Statutory content: Relationship Health Education (RHE)**

By law primary schools are required to teach relationships and health education, alongside national curriculum science and within the context of safeguarding. Here at Vicarage we acknowledge that parents/carers are a child's first and most effective teacher and so we will ensure that we have annual meetings with parents or carers to present our RSHE curriculum as well as hear from parents/carers about any concerns or questions they have. We are clear that our aim is to educate pupils about these important subjects alongside parents and carers.

### **National Curriculum Science**

At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and the changes to the human body as it grows from birth to old age, including puberty, and sexual and asexual reproduction in mammals and plants.

Academies are not compelled to teach science as it appears in the national curriculum, however, they are expected to only use alternatives where it can be demonstrated that the alternatives enable schools to provide a science curriculum of an even higher standard than that offered by the national curriculum. At Vicarage school have chosen to teach science in line with the National Curriculum.

**There continues to be no right to withdraw from National Curriculum science.**

### **Health Education (Physical Health and Mental Wellbeing)**

The aim of Health Education is to give pupils the information that they need to make good decisions about their physical and mental health and wellbeing. Pupils' will recognise what is normal and what is an issue in themselves and others, and how to seek support at the earliest stage from appropriate sources.

Puberty, including menstruation, will be covered as part of Health Education in Year 5.

**There is no right to withdraw from Health Education.**

### **Relationships Education**

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. Lessons will be evidence based, age and culturally appropriate, based in the law and sensitive to the needs of pupils.

**There is no right to withdraw from Relationships Education**

## **Safeguarding**

Safeguarding is an important aspect of all of the lessons taught as part of RSHE in our school. Our Safeguarding, Child Protection and Early Help 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. Always working within the school's policies on safeguarding and confidentiality (ensuring that pupils understand school policies on disclosure of confidential information and following up concerns in a more appropriate setting outside lessons).

## **Non-statutory Relationship Sex Health Education (RSHE)**

Sex Education that goes beyond National Curriculum science

The Government and local advisors strongly recommend schools to teach Sex Education beyond that taught within the science curriculum. In Vicarage we teach sex education in Year 6 where we cover 'how a baby is conceived and is born' following on from the National science curriculum, which teaches about sexual reproduction in mammals in Year 5. Sex education at Vicarage is taught by trained staff in an age appropriate and sensitive way in single sex classes with same sex teachers delivering the lessons, with support from the School nurse. We believe this will prepare children in their transition from Primary onto Secondary school.

### **The right of parents/carers to withdraw their children from non-statutory RSHE**

Parents/carers have a right to withdraw their children from non-statutory RSHE. Before teaching non-statutory RSHE, parents are invited to a meeting to look at the resources, lesson plans and ask questions they have on the subject. Written permission is taken from parents to attend lessons.

## **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.
- Our school celebrates difference and diversity. The bullying 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 Vicarage a safe, inclusive and caring place for all, upholding the core values and ethos of the school.

## **RSHE Curriculum**

### **When will RSHE be taught?**

At Vicarage RSHE lessons will be taught alongside PSHE across the academic year in Key stage 1 and 2.

### **Who will be teaching RSHE?**

The RSHE curriculum will be taught by class teachers who have received training prior to delivering the curriculum. Where appropriate, the school nurse will be invited to deliver elements of the RSHE curriculum.

### **What training will staff be given?**

The RSHE lead for the school and the Local Authority RSHE lead has delivered training for staff and supporting them to teach RSHE in line with the National Curriculum guidelines. Teachers have been provided with a range of clearly structured and age appropriate resources and teaching materials to help them deliver an effective and enriched curriculum.

### **What materials will be used to deliver RSHE?**

In Vicarage we have chosen to use a spiral, progressive and effective scheme of work called Jigsaw which provides a mindful approach to RSHE with a wealth of rich, up to date and National Curriculum linked lesson plans and teaching resources. We have tailored the scheme to meet the needs of our pupils and ensure they are age appropriate.

### **How will we ensure lessons are taught sensitively?**

Puberty, menstruation and human reproduction and birth are seen as sensitive topics to teach in RSHE and therefore we will put in special measures to make sure that pupils feel at ease when talking about these topics.

- Delivered by trained staff and the School nurse.
- Single sex classes for all lessons so that children feel less self-conscious and pupils may be more relaxed and feel able to ask questions.
- Use of anonymous question boxes.
- Same sex teachers for single sex groups.
- Ensure all teaching and learning is inclusive, and meets the needs of all learners—including those with special educational needs and disabilities (and is sensitive to the religious and cultural identity of pupils).
- Establishing ground rules prior to the lesson to ensure comments of a negative nature made towards other pupils (whether intentional or not) does not take place.

### **How will we ensure communication with parents/carers?**

- Vicarage will work with parents/carers as we want to communicate what is going on in RSHE. Parent consultation meeting took place in October 2020 to explain what will happen in RSHE, so that parents/carers can, if they wish, talk to their children ahead of lessons. This will allow parents/carers to be ready for any questions that their child may have concerning what they have learnt in school.
- Whenever sex education (how a baby is made and born) is taught in Year 6, outside of the National Curriculum for science, a letter will be sent home ahead of the lesson informing them about the drop in session so that parents/carers are aware of what is being taught and in which week. Our intention is to make these lessons as sensitive to the background of all our pupils as possible and our hope is that they will all remain in the lesson so that they learn facts from a teacher or nurse rather than second-hand in the playground. However, the school respects the right of parents/carers to remove their children from sex education if they wish. Parents/carers who wish to remove their children from sex education need to inform the school in writing, following a meeting with someone from the SLT to discuss concerns, so that alternative provision can be made for the child. This process will be documented.

## Monitoring evaluation and assessment

- To ensure that the teaching and learning in RSHE in our school is of the highest standard, it will be monitored by RSHE Curriculum Leader, Phase Leaders and Deputy Head Teacher.
- The school will identify pupils' prior knowledge and use it as a tool to build up on them and teach them new skills.
- The school will assess pupils' learning and progress through assessment tasks with attainment descriptors at the end of each unit as well as ongoing assessment for learning within each and every lesson. This is important because assessment and its associated feedback are essential to pupils' learning. Well-designed assessment has numerous benefits aside from the obvious one of providing a measure of pupils' progress as it can be a means to engage pupils with their learning. Assessment for Learning focuses on the opportunities to develop pupils' ability to evaluate themselves, to make judgements about their own performance and improve upon it.
- Learning will be evidenced by pupils completing a wide range of tasks within their foundation books.

## Appendix 1

### Explanation of terms:

Relationships, sex and health education (RSHE), is the term most often used by schools in Newham. Health education appears in the same set of guidance from the DfE (2019) is very closely related to relationships and sex education and is often linked in lessons.

Relationships education (Rel Ed)– this, along with health education (HE) is statutory in all primary schools and includes topics like the importance of positive relationships, families and friends, healthy eating and hygiene.

Relationships and sex education (RSE) – sexual reproduction in animals is taught as part of national curriculum science in year 5, human reproduction is often included at the end of key stage 2, following on from the science curriculum in year 5. Beyond that sex education is non-statutory in primary schools.

### National curriculum overview for primary RSHE

This long-term plan contains all the topics that the RSHE guidance says primary school pupils should know by the time they leave primary school.

#### National Curriculum Overview Years 1 to 6

##### **Caring friendships**

How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

##### **Respectful relationships**

The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

The conventions of courtesy and manners.

That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

##### **Being safe**

Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

How to report concerns or abuse, and the vocabulary and confidence needed to do so.

Where to get advice e.g. family, school and/or other sources.

##### **Physical health and fitness**

How and when to seek support including which adults to speak to in school if they are worried about their health.

##### **Healthy eating**

The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours.

##### **Health and prevention**

The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.

##### **Basic first aid**

How to make a clear and efficient call to emergency services if necessary.

Year group	National Curriculum subjects	National curriculum year group break down
1-2	<p><b>Computing</b> Use technology safely and respectfully, keeping personal information private; where to go for help when they have concerns about content or contact on the internet.</p> <p><b>P.E</b> Able to engage in competitive and cooperative physical activities in a range of</p>	<p><b>Families and people who care for us</b> That families are important for children growing up because they can give love, security and stability. That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care.</p> <p><b>Caring friendships</b> How important friendships are in making us feel happy and secure, and how people choose and make friends. That healthy friendships are positive to others, and do not make others feel lonely or excluded. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened and that resorting to violence is never right.</p> <p><b>Being safe</b> What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p><b>Mental wellbeing</b> That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and the scale of emotions that all humans experience in relation to different experiences and situations. How to recognise and talk about their emotions, including having a varied vocabulary to use when talking about their own and others’ feelings.</p> <p><b>Internet safety how to keep safe online and seek help if needed</b> That for most people the internet is an integral part of life and has many benefits.</p> <p><b>Physical health and fitness</b> The characteristics and mental and physical benefits of an active lifestyle.</p>



<p>increasingly challenging situations.</p> <p><b>Science</b> 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</p>		<p><b>Health and prevention</b> Safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. Dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. Personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing. Growing and that people change as they grow. Good health and how eating the right sorts of food in the right quantities, drinking enough, air quality, exercise and hygiene has an effect on health. Can be linked to RSHE healthy eating and health and prevention.</p>
<p><b>Year 3-4</b></p>		<p><b>Families and people who Care for me</b> That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p><b>Caring relationships</b> The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p><b>Respectful relationships</b> Practical steps they can take in a range of different contexts to improve or support respectful relationships. The importance of self-respect and how this links to their own happiness. What a stereotype is, and how stereotypes can be unfair, negative or destructive. The importance of permission-seeking and giving in relationships with friends, peers and adults.</p>

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Use technology safely, respectfully and responsibly, recognise acceptable/unacceptable behaviour, identify a range of ways to report concerns about content and contact

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Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

**Online relationships**

That people sometimes behave differently online, including by pretending to be someone they are not. That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.

The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

**Being safe**

That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

How to respond safely and appropriately to adults they may encounter (in all contexts, including online) that they do not know.

How to recognise and report feelings of being unsafe or feeling bad about any adult.

How to ask for advice or help for themselves or others, and to keep trying until they are heard.

**Mental wellbeing**

That mental wellbeing is a normal part of daily life, in the same way as physical health.

How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.

Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

**Internet safety and harms**

About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.

Why social media, some computer games and online gaming, for example, are age restricted.

Where and how to report concerns and get support with issues online.

	<p><b>Science</b> Identify that animals, including humans, need the right types and amount of nutrition and get nutrition from what they eat.</p> <p><b>PE</b> Learn how to lead healthy, active lives. Use running, jumping, throwing and catching in isolation and in combination Play competitive games.</p>	<p><b>Healthy eating</b> What constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p><b>Physical health and fitness</b> The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. The risks associated with an inactive lifestyle (including obesity).</p> <p><b>Health and prevention</b> The facts and science relating to allergies, immunisation and vaccination.</p> <p><b>Changing Me</b> Explore different emotional changes experienced they may experience. Accepting change and preparing for transition.</p>
<p><b>Year 5-6</b></p>		<p><b>Families and people who care for me</b> The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p><b>Online relationships</b> How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. How information and data is shared and used online.</p>

	<p><b>Science</b></p> <p>Describe the changes as humans develop to old age. Describe the differences in the life cycles of a mammal. Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>	<p><b>Changing adolescent body</b></p> <p>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>About menstrual wellbeing including the key facts about the menstrual cycle.</p>
<b>Year 6</b>	<b>Sex education</b>	<b>How babies are made and are born</b>