Relationships, Sex and Health Education (RSHE) Policy

Draft Policy Creation & Review	
Author(s)	**Developed from:** 1. Materials shared with Jo Sell from Tower Hamlets LA and used with permission Approved by: Newham LA; Newham SACRE, NAPH and NASH 2. Outcomes of LA consultation 3. Outcomes of school consultation (Dec 2020)
Last review date	January 2021
Ratified by Governing Body	February 2021
Previous Review Date(s)	October 2020 *(changed to reflect LA consultation based policy & meet new requirements for 2020 RSHE curriculum)* January 2020 *(old policy pre-consultation review)*
Next Review Date	February 2024

1. Consultation

Please find listed detailed below how this policy has been consulted upon.

1.1 Borough-wide consultation taken place concerning the implementation of the 2020 guidance in RSHE

Pupils	Parents/ carers	Community groups	Faith groups	Local councilors	Teachers	Ofsted	School governors	LA	Professional Associations
√	√	√	√	√	√	√	√	√	√

Please see details of this below

- 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 with three primary and three secondary schools, involving about 130 pupils
- SEND educational services
- DfE and Ofsted
- Head Teachers including Nursery Head Teachers

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

	Parents/ carers	Teachers	School governors
Date	18/09/20 Hard copy and virtual information sent out to parents Week beginning 23/11/2020 Parent meetings 07/12/2020 Survey out 11/12/2020 Survey closes	07/12/2020 Staff meeting 07/12/2020 Survey out 11/12/2020 Survey closes	23/01/2020 Curriculum Committee 30/01/2020 Full GB 25/06/2020 Curriculum Committee 24/09/20 Full GB
What we did	●Hard and virtual copies sent out for consultation. ●Zoom parent consultation meetings (2 per year group and 1 general) ●Google survey conducted after this	●Hard and virtual copies sent out for consultation. ●Staff consultation event ●Google survey conducted after this	● Curriculum & Standards Committee & then to full GB to approve draft for parental & staff consultation. ● Returned to Curriculum Committee to analyse and discuss responses from consultation and agree final draft (TBA - 21/01/21) ● Sent to full Governing Body to discuss and agree final ratification.(TBA -04/02/21)

The views and resulting actions from this process are collated during the process and it is this that is then used by governors to inform agreement of a final version.

2. Policy statement - Aims and objectives of RSHE

It is the intention of Ellen Wilkinson Primary School 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 Ellen Wilkinson Primary School 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.

3. Statutory content: 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 Ellen Wilkinson Primary School we acknowledge that parents/carers are a child's first and most effective teacher and so will ensure that we will continue to have annual meetings with parents and 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.

3.1 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.

At Ellen Wilkinson we therefore choose to teach science in line with the national curriculm

There continues to be no right to withdraw from national curriculum science.

3.2 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 in Health Education and should, as far as possible, be addressed before children begin puberty.

See appendices for full list of content.

There is no right to withdraw from Health Education.

3.3 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.

 Please see appendices for full list of content.

There is no right to withdraw from Relationships Education

3.4 Safeguarding

Safeguarding is an important aspect of all of 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.

4. Non-statutory RSHE

Sex Education that goes beyond national curriculum science

The Government and local advisors strongly recommend and EWPS 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 (6) following on from the national science curriculum, which teaches about sexual reproduction in mammals in year 5. Sex education at EWPS 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.

Please see year 6 appendix and framework for details. Please note that parents/carers have the right to withdrawal from any lessons taught on human sexual reproduction within the primary curriculum.

4.1 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, i.e. 'how a human baby is conceived and is born', following a meeting with a member of the Senior Leadership Team (SLT) to discuss their concerns. The school will document this process.

5. 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 Ellen Wilkinson Primary School a safe, inclusive and caring place for all, upholding the core values and ethos of the school.

6. 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 our RSHE curriculum leader Joanne Higgins.
- The school will identify pupils' prior knowledge through the progression grid based on the amended Jigsaw scheme of work.
- The school will assess pupils' learning and progress through the amended assessment tasks linked to the Jigsaw scheme of work.
- The school will evidence pupils' learning and progress by outcomes in books and evaluated planning which then support teacher assessment at the end of each unit.
- This is important because it draws on evidence from discussions as well as written outcomes and planning evaluations mean that future lessons can be adapted to meet the needs of pupils more accurately.
- Learning will be evidenced by work in books, discussions with pupils, planning evaluations, teacher assessments and displays.

7. Resources

The school will draw from a number of educational resources primarily those provided by the Jigsaw scheme of work in addition to the NSPCC PANTS programme.

It is the role of the RSHE subject leader to ensure that resources are appropriate and up to date for the school's use in teaching RSHE

8. RSHE curriculum lead teacher

Any queries about this policy should be addressed to Joanne Higgins who can be contacted through the main school office or via info@ellenwilkinson.newham.sch.uk

Appendix 1

Information about how and why RSHE will be taught at Ellen Wilkinson Primary School

Q1. Why are we teaching RSHE?

- Because it is the right thing to do. Our children are growing up in an increasingly complex world with new opportunities, but also new challenges. We as a school want our pupils to flourish in the world they find themselves and to work hard throughout all curriculum areas to give our pupils the skills and knowledge they need to do that. RSHE teaching is an important part of equipping our pupils for life in 21st century Britain, enabling them to embrace diversity, make the most of technology; understand the importance of, and develop the skills which lead to them being able to sustain healthy and strong relationships.

- Relationships and health education is a statutory requirement for all primary schools in England. The government, Ofsted and local advisors recommend that sex education (how a baby is conceived and born) is also taught in primary school.

- At Ellen Wilkinson Primary School we have decided to teach sex education, 'how babies are conceived and born' because young people tell us that the school is a trusted place where they would like to learn RSHE. (Sell 2019). Also, a recent consultation of secondary school students in Newham has seen 63% of year 10s say that they think that pupils should learn how a baby is made and born at primary school age. We believe that by teaching this topic here, it will help to equip our pupils for the transition to secondary school where they may learn about sex from less reliable sources such as friends or older children in the playground. The decision to teach sex education was taken following consultation with parents/carers and governors.

- The teaching of RSHE at Ellen Wilkinson Primary School is informed by the law, national RSHE guidance and the national curriculum set out by the DfE as well as, the school ethos and policies already developed. Below is a list of some of the documents that have been taken into consideration when preparing this policy.
  - ☐ Statutory Guidance on RSHE 2019 (*Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers)*
  - ☐ Equality Act 2010 and The Public Sector Equality Duty 2014
  - ☐ School ethos and educational aims.

  - The teaching of RSHE in Ellen Wilkinson Primary School is delivered within and influenced by all relating school policies
    - ☐ Positive behaviour policy
    - ☐ Anti-bullying policy
    - ☐ Equality policy & statement
    - ☐ Child Protection and Safeguarding policy

Q2. How will we ensure lessons are taught sensitively?
- Puberty and menstruation and human reproduction 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.
- Single sex classes for some lessons in years 5 and 6 so that children feel less self-conscious and students may be more relaxed and feel able to ask questions
- Use of anonymous question boxes

Q3. When will RSHE will be taught?
- RSHE lessons are taught as part of the Changing Me unit in the second half of the summer term. At the request of parents, these lessons all take place in the same week (usually the third week of June). Reminders of this are put into the school newsletter

Q4. How will we ensure communication with parents/carers?

- Ellen Wilkinson Primary School works with parents/carers and want to communicate what is going on in RSHE. Our aim is to <u>continue</u> to offer a meeting annually 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.
- These annual meetings would include information of when the year 6 sex education (how a baby is made), outside of the national curriculum for science, is being taught.

- 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 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, alternative provision can be made for the child. This process will be documented.

Q5. Who will be teaching RSHE?

- Class teachers deliver RSHE teaching with support from the Learning Mentors where appropriate.

Q6. What training will staff be given?

- The Lead teacher attends Local Authority training to ensure best practice and so that they can support colleagues as necessary.
- All class teachers are then trained by the RSHE Lead, SLT and/or an external Jigsaw trainer to deliver RSHE .

Q7. What materials will be used to deliver RSHE?

- In Ellen Wilkinson Primary School we primarily use the resources from Jigsaw to deliver RSHE. However we occasionally use additional materials from other sources including the NSPCC.

It is the aim of Ellen Wilkinson Primary School to provide all our pupils with high quality, pupils sensitive, evidence based and age and developmentally appropriate RSHE that is sensitive to our pupils background and needs. If there are any questions about what we teach and why then please contact our Lead Teacher for SRE Joanne Higgins

Approved by: Newham LA; Newham SACRE, NAPH and NASH

Appendix 2 - RSHE Content Overview
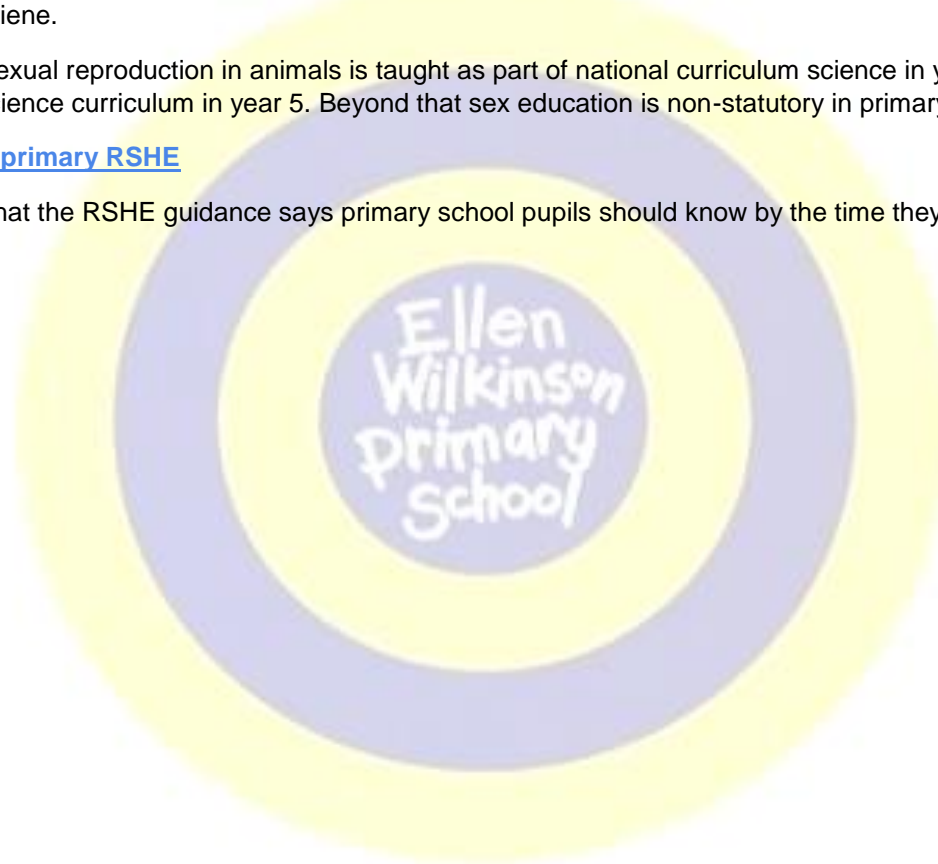
Explanation of terms:

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.

Lesson overview and long-term plan 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.

School Year	National Curriculum subjects	RSHE Lesson Content
	That should be seen as part of the PSHE/RSHE curriculum, but may be taught in other subjects, as well as part of a school wide, integrated or cross curricular approach to RSHE.	Following consultation with governors, teachers, councillors, parents/carers, children and young people. In line with the DfE Statutory Guidance for RSHE (2019)
1-6	**PSHE** **PSHE, RE & British Values** **Computing & PSHE** **PE & PSHE** **DT (nutrition & cooking)** **Science (nutrition & growth)** **PSHE** **PSHE**	**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.
1-2	**PSHE & RE**	**Families and people who care for us** 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.

	PSHE & RE	**Caring friendships** 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.
	PSHE	**Being safe** 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.
	PSHE	**Mental wellbeing** 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.
	Computing 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	**Internet safety how to keep safe online and seek help if needed** That for most people the internet is an integral part of life and has many benefits.
	P.E Able to engage in competitive and cooperative physical activities in a range of increasingly challenging situations.	**Physical health and fitness** The characteristics and mental and physical benefits of an active lifestyle.
	Science & PSHE 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	**Health and prevention** 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 handwashing. 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.

Year 3-4	PSHE/RSHE/RE	**Families and people who Care for me** 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. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
	PSHE	**Caring relationships** The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
	PSHE	**Respectful relationships** 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.
	Computing 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.
	PSHE/RSHE	**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).

		Computing Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	**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.
		Science Identify that animals, including humans, need the right types and amount of nutrition and get nutrition from what they eat.	**Healthy eating** What constitutes a healthy diet (including understanding calories and other nutritional content).
		PE Learn how to lead healthy, active lives. Use running, jumping, throwing and catching in isolation and in combination Play competitive games.	**Physical health and fitness** 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).
		Science & PSHE	**Health and prevention** The facts and science relating to allergies, immunisation and vaccination.
		Science & PSHE	**Changing adolescent body** Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. About menstrual wellbeing including the key facts about the menstrual cycle.
Year 5-6		**PSHE/RSHE**	**Families and people who care for me** 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.
		Computing Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	**Online relationships** 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.
		Science 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	**Changing adolescent body** Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. About menstrual wellbeing including the key facts about the menstrual cycle.

	in animals. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function	
Year 5-6	**Sex education**	**How babies are made and are born**