



Primary Relationship, Sex and Health Education (R(s)HE) Model Policy



Highlands Primary School community has co-constructed this with:



Person responsible for RHE in school: Mrs S Kaur

Signature of Headteacher

Dr K Atwal

Signature of Chair of Governors

Mrs A Khanom

Date ratified by **Governors** on

1st September 2021

July 2022

November 2023.

When the policy will be reviewed:

Annually.

**Borough wide consultation taken place concerning the implementation of the 2020 guidance in RHE
(tick as appropriate)**

Parents/ carers	Community groups	Faith groups	Teachers	LA
x	x	x	x	x

School consultation taken place concerning the implementation of the 2020 guidance in RHE

	Parents/Carers	Teachers	School governors	Children (School Parliament)
Date	Ongoing 25/6/21 – 15/7/21	Jan 2021	Ongoing Jan 2021 to July 2021	June 2021
What we did	<ul style="list-style-type: none"> • Parent Forum (early 2021) • Consultation 5 stage plan. • Pre meeting survey, Advanced sharing of Resource pack, LTPS, and Policy. • Zoom meeting with Q&A chat function. • 2 playground drop in sessions with paper copies of documents and tablets to access resources. • Post survey • Individual conversations and meetings with families. • FAQ Document shared. • Post ratification conversations and reviews of resources. 	<ul style="list-style-type: none"> • Staff survey • Inset training • LRC visits and dialogue • 2 PLMs with Gap task • Policy Listening activity 	<ul style="list-style-type: none"> • RHE lead met with and emailed the RHE link Governor • Shared and discussed the policy in advance of sharing with families and made amendments • Viewed the LTPs • Viewed the Policy • Undertook a task to ask questions and offer feedback • Reviewed FAQ document and final amended documents following consultation. 	Pupil voice survey

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Aims and Objectives - RHE

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

At Highlands Primary School it is our expectation that RHE 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, RHE 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 RHE 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’ (Department for Education (DfE), Sept, 2020).

At Highlands Primary (HPS) 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 Highlands Primary we will ensure that an annual sharing of our RHE curriculum is included as part of our year group “Meet the Teacher” meetings and will include a space for questions to be raised hereafter. The Government guidance is due to be reviewed every 3 years.

National Curriculum (NC) Science

The Key stage 1 and Key stage 2 NC states that children’s learning should include teachings about the main external body parts, the growth and development of humans from birth to old age, including the changes experienced during puberty, asexual and sexual reproduction in plants and mammals, the importance of exercise and the impacts associated with diet, drugs and lifestyle on the function of the body.

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 - Topic

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 Highlands 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 non-compulsory workshop out of school teaching timetable hours to support those families that would like the support to have conversations with their child in the case of beginning early puberty. This is earlier than the class teaching 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. Include a copy of the DfE guidance

There is no right to withdraw from Health Education.

Relationships Education - Topic

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 of 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 RHE in our school. Our safeguarding policy will be applied to and supported by all aspects of RHE and any disclosures or issues arising as part of RHE, 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 RHE (withdrawable)

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

Every year the families in Year 5 will have a detailed parent meeting about the curriculum and ALL resources will be shared. If families still wish to withdraw from the fertilisation lesson the following procedures are available below:

Parents/Carers continue to have the right to withdraw their children from non-statutory Sex Education “human reproduction as fertilisation of an egg and how a baby grows”;

following a conversation/email with a member of the leadership team to share their wish. This conversation should be documented by the school.

How to withdraw your child from the lesson of “human reproduction as fertilisation of an egg and how a baby grows”:

- Please email RHE@highlandsprimary.net or admin@highlandsprimary.net or write a letter addressed to the RSHE Lead and Headteacher with the following information if you wish to withdraw your child from Non- Statutory Human reproduction and how a baby grows in Year 5.
- Child’s name

Sex Education that goes beyond National Curriculum Science

The Government and local advisors strongly recommend and Highlands Primary have decided, after consultation with parents/carers, to teach Sex Education beyond that taught within the Science curriculum. The school will be teaching about ‘human reproduction as fertilisation of an egg and how a baby grows’ in year 5 following on from the National Science Curriculum, which teaches about sexual reproduction in mammals in year 5. Sex Education (human reproduction as fertilisation of an egg and how a baby grows’) at Highlands Primary 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.

- Child’s class
- Your name
- Your preferred method of contact for a follow up conversation.

Definitions

Relationship Education - Primary

Relationship Education is the teaching of Families (which can include single parent families, LGBT Parents, families headed by grandparents or extended family, adoptive parents, foster parents/carers amongst other structures. There are many different types of families. Some families have a mother or a father, two mummies, two daddies, a mummy and a daddy, grandparents as parents or other combinations. 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). People who care for me, Caring friendships, Respectful relationships, Online relationships and Being safe by the end of Primary school. This will include core safeguarding elements including children being able to report concerns or abuse using the vocabulary to do so, which incorporates the use of consistent scientific names for main external body parts including Penis, Vulva, and Buttock and Chest from Year 5 *with an optional Parent workshop for safeguarding (including anatomical names for external body parts in Y4).*

Sex Education at Highlands – Primary

Sex Education in Primary is the teaching of –“**human reproduction as fertilisation of an egg and how a baby grows**”; which goes beyond the National Curriculum teaching of sexual 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 RHE will be made accessible to all pupils, including those with SEND.

At Highlands 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 Highlands 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 RHE 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.

Depersonalisation

As per DfE training offered to schools we recommend using a depersonalised approach to teaching. Case studies, Scenario cards, Stories, and the use of third person “sometimes” and “some people” when talking about sensitive subjects reinforces a depersonalised approach. For example, using phrases such as “when someone has a relationship” rather than “when you have a relationship” takes the emphasis away from the child/young person. Teachers should never be tempted to illustrate the lesson with anecdotes/examples from their own lives or imply a moral choice.

Tricky questions in the classroom

Sometimes children can ask unexpected or sensitive questions. Because RHE teaches some social topics from a factual and lawful perspective the experiences, values and perspectives of groups may differ. This should be considered when responding to any questions. Responses should always be factual. Every child has the right to pass and will never feel obliged to have to respond to anything they do not feel comfortable with. At Highlands Primary (HPS) we acknowledge and recognise that families are a child’s first and most effective teacher and with each tricky question scenario we will always emphasise this.

What to remember?

- Questions do not need to be answered immediately.
- Safeguarding must always be a priority. If in doubt – shout.

- Always remain sensitive to discussions and be aware of the needs, backgrounds and experiences of those in the class.

1. But my family don't agree with that!

Remain positive in your responses to Child. Thank them for their comments and emphasise that everyone can hold personal perspectives that may differ from others due to many influencing factors, remind them that any information you are giving is factual/lawful and provide them an opportunity to discuss away from the class should they choose to. Encourage the child to also have a further conversation with family.

2. How are babies made? (Primary aged)

Primary response: respond positively to the CHILD/REN and thank them for asking a good question, explain that they will find out more about this in Secondary school/Year 5. Reassure child they can talk to their families too.

3. Do all families need two parents?

Remind children that family units can all look and be different but what is similar in most family units are the characteristics as outlined and taught in the guidance outcomes (Security, nurture, being there for each other). Thank them for their question and emphasise that everyone can hold personal perspectives that may differ from others due to many influencing factors, remind them that any information you are giving is factual/lawful and provide them an opportunity to discuss away from the class should they choose to. It is good practise to inform parent at the end of the day about the question raised.

4. Do you have to get married?

Explain that Marriage is a choice that some people choose to make and this is a choice that some families/faiths encourage. Thank them for their question and emphasise that everyone can hold personal perspectives that may differ from others due to many influencing factors, remind them that any information you are giving is factual/lawful and provide them an opportunity to discuss away from the class should they choose to.

5. My parent says I can't play with certain toys because I am a boy/girl.

Explain that parents will often make lots of decisions on behalf of their offspring safety and wellbeing. If appropriate you can reference the learning about stereotypes. Thank them for their question and emphasise that everyone can hold personal perspectives that may differ from others due to many influencing factors, remind them that any information you are giving is factual/lawful and provide them an opportunity to discuss away from the class should they choose to.

6. Why do we wear clothes?

If appropriate reference personal hygiene routines and dignity/modesty.

7. Are you married?

Refer to your Ground Rules/Charter and remind the CHILD/REN that no personal questions should be asked. You may also want to speak to the child on their own after the lesson.

Remain emotionally regulated in your response.

8. Why do people die?

Remain emotionally regulated in your response, you can offer a holding response “there are many reasons, let’s have a chat together in a moment” if possible respond away from the whole class as this may be sensitive for the CHILD/REN or the staff member. Respond factually referencing the life cycle of humans. Reminder to inform families to support a follow up conversation.

9. How do I use a tampon?

Remain positive in your responses to CHILD/REN. Thank them for their comments explain tampons are usually used by older young people and they can find out more about sanitary wear options when they reach Secondary school. A follow up conversation with families.

10. I get that you need a sperm and egg but how do they meet?

Primary response: respond positively to the CHILD/REN and thank them for asking a good question, explain that they will find out more about this in Secondary school.

11. Can I have a baby if I don’t have periods?

Primary response: respond positively to the CHILD/REN and thank them for asking a good question, explain that they will find out more about this in Secondary school/year 5. Or if age appropriate in accordance with the syllabus discuss the menstruation cycle. Do not discuss sexual intercourse/human reproduction at Primary school with any child that has been withdrawn from non-statutory sex education.

12. Do boys have wet dreams from thinking about sexual thoughts?

Y5 upwards - Respond positively to the CHILD/REN and thank them for asking a good question, explain the Scientific facts related to nocturnal emissions at the start of puberty.

13. Can you have a baby though your bum?

Primary response: respond positively to the CHILD/REN and thank them for asking a good question, explain that they will find out more about this in Secondary school

14. How does a family work if it's two mums?

Remind children that family units can all look and be different but what is similar in most family units are the characteristics as outlined and taught in the guidance outcomes (Security, nurture, being there for each other). Thank them for their question and emphasise that everyone can hold personal perspectives that may differ from others due to many influencing factors, remind them that any information you are giving is factual/lawful and provide them an opportunity to discuss away from the class should they choose to.

Organisation of Teaching, Assessment & Review

It is our intention that RHE sessions will meet our high standard of teaching and learning. Therefore, planning will be accessible to the RHE lead Miss Sandeep Kaur to review, discuss and develop CPD opportunities where appropriate.

RHE lessons will also be included in whole school learning walks as part of teaching reviews undertaken by Learning Leaders.

Teachers will be responsible for assessing the children's learning and progress. At Highlands Primary School teachers will identify prior learning by metacognitive questioning and Talk for Learning approaches. The teachers will also use active engagement activities such as quizzes and games, continuums, P4C, concept lines, card sorts, tactile resources such as Lego and Jenga, circle time, paired and group work to explore understanding, values and attitudes in ways that do not need to always be recorded in books. Teachers will be encouraged to share some learning within floor books and to link RHE learning opportunities in planning across the curriculum meaning that evidence of learning and assessment will be found in English, Science, Religious Education(RE), Physical Education (PE) and Computing.

Assess and evidence children's learning and progress through our Learning review cycle along with other subjects. Some work will be evidenced in cross curricular subjects and therefore visible in moderations and book looks, however as much of the work may be activity and discussion based we would encourage staff to take photos of engagement and RHE will be considered within pupil voice questions and lesson studies within and across year groups.

We have chosen this approach because we acknowledge that some topics may be sensitive and some children might have particular beliefs about some content and therefore feel it is

important to choose resources and activities carefully and sensitively enabling an opportunity for the children to make progress within their learning in a safe and considered manner.

When will RHE be taught and by who?

At Highlands Primary School RHE will form part of our weekly timetable in all year groups from 1 – 6 within Topic. The lessons will be taught by the children's usual class leader. If a Class leader is absent or not able to teach a planned RHE lessons the year group decide for the lesson to be postponed unless being covered by an RHE trained member of the Highlands Staff team, familiar with the LTP, resources and Policy. If in the case of long term cover arrangements, where relevant additional training will be offered to the class leader to ensure they are prepared to teach and aware of the HPS policy pertaining to RHE lessons.

Within Year 5 Highlands Primary will continue to teach Puberty outcomes as part of Science and RHE in Summer term as a block week timetable to enable to opportunity to teach in **single sex groups** (unless cohort needs suggest this is not a suitable option).

These lessons in Year 5 will be taught by the Year 5 team and supported by additional staff to provide 2 members of staff in each class all week.

See appendix 6 for copies of the Long-Term Plans by year group which detail which term each outcome is intended to be taught.

We are aware that some sessions throughout different age groups and dependent on individual needs may suit being taught with amendments to teaching organisation i.e. in single gender groups or smaller groups.

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.

Sample ground rules

Ground rules/RSHE Charters are very important in establishing a safe learning environment for the children and young people as well as the teachers. Knowing that these are in place also gives reassurance to the families and ensures consistency in the way that discussions and lessons may be structured.

The ground rules/charters should be developed with the children and young people so that they have a sense of ownership and collaboration and feel they have been valued in the

creation of them as opposed to them being imposed upon them. However, it is recommended that schools include coverage of the sampled rules below.

In primary school you may choose to use an acrostic style approach to help create your rules some examples from other boroughs are below.

Acrostic Style

“G -giggling is okay

“R – respect

R – respect what others say/believe – no put downs

O – openness

O – okay to pass

C – confidential

U – understand others – be kind, sensitive and respect

K – kindness”

the differences of others

N – no personal questions to peers or teachers

D – discuss topics responsibly and factually”

Shared agreement

- We join in and ask questions if we want to
- We make sure that everybody feels listened to
- We make sure everybody feels ok – we don't put people down
- We use the correct vocabulary when possible, if we are unsure we ask the teacher
- We keep the conversation in the room unless talking to a trusted adult.
- We know that we can ask for further help or advice if we want to
- We know that we can talk our topics through with our families to support us

Anonymous questions

The use of an anonymous talk box is good practise within RHE lessons. This enables the learning environment to be safe and creates opportunities for pupils to ask questions in a discreet way rather than in front of the whole class. This also enables teachers' time to consider a response. Only age appropriate questions should be answered. See Tricky questions section for further guidance.

What training will staff be given?

The RHE Lead took part in and co-led with the Newham RHE and RE advisors boroughwide DfE adapted training, this was then cascaded to staff teams across the school in a full Training day in Spring Term alongside further Twilight training sessions in the Sumer term.

The RHE lead has undertaken a staff voice survey to review staff confidence and knowledge linked with the updated guidance. As a school we have a thorough and trusted approach to consistent learning opportunities. The Talk for Learning approach used across the curriculum also enhances the RHE lessons and outcomes.

Staff have previously had Professional Learning Meetings centred around developing pedagogical understanding of Emotion Coaching, P4C, Circle Time alongside specific subjects such as RE, Science, PE and Computing which closely align with RHE outcomes.

The inclusive approach and quality first teaching ensures that all children can access the learning and where required staff working with individual children with SEND will be supported by the SENDCo and RHE Lead to adapt lessons and resources. Ongoing training opportunities will also be available for RHE such as PLMs.

Resources

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

These educational resources could include free resources that are accessible from websites and agencies outlined within the DfE list of resources. This includes carefully selected resources from Twinkl, NSPCC, Always sanitary wear, BBC, St Johns Ambulance, Think you Know, PSHE Association, Met Police and resources gathered from experience of working with children within a creative curriculum for a number of years. Therefore Story books such as Michael Rosen Sad book, The Colour Monster, and Tango makes three, The Great Big Book of Family, Fairytales, Roby's sack of Worries etc.

Whilst we cannot list all resources that will be used throughout the year, we have included potential resources that Year groups can use on their LTPs.

In the event of external agencies/tools/resources being used (Highlands Primary and the year group teams) will ensure the materials comply our RHE 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.

We will share some of these resources at our annual Parent/Carer RHE meeting.

RHE Lead

The name of the RHE at **Highlands Primary** is Sandeep Kaur.

If you have any questions regarding this policy or RHE please contact Sandeep Kaur via admin@highlandsprimary.net or call school on 0208 554 0044.

Children and staff will know about the role of the RHE team and lead through Staff training, communication to families and assemblies, lessons with children where Mrs Kaur's image can also be shown as a point of contact along with Saima Butt as Emotional Literacy Support Advisor, Mrs Owen as Senior mental Health Lead and Mrs D Taylor as Safeguarding Lead.

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>

Appendix 2

Redbridge Syllabus for RHE

https://search3.openobjects.com/mediamanager/redbridge/fsd/files/london_borough_of_redbridge_complete_ks1-4_rshe_syllabus_final.pdf

Appendix 3

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

Page 20 has the information relating to the end of Primary outcomes. This is a direct link to the whole document.

[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

Details relevant to withdrawal from Sex Education

Parents/Carers continue to have the right to withdraw their children from non-statutory Sex Education “human reproduction and how a baby grows”; following a conversation with a member of the leadership team to share their wish. This conversation should be documented by the school.

- Please email RHE@highlandsprimary.net or admin@highlandsprimary.net or write a letter addressed to the RSHE Lead and Headteacher with the following information if you wish to withdraw your child from Non- Statutory Human reproduction and how a baby grows in Year 5.
- Child’s name
- Child’s class
- Your name
- Your preferred method of contact for a follow up conversation.

Appendix 5

Highlands Primary Curriculum – LTPs

<https://www.highlandsprimaryschool.co.uk/rshe-curriculum-long-term-plans/>

