

RSHE Policy

(Relationships, Sex and Health Education)

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Ratified by Governing Body	
Next Review Date	April 2027
Next Parent consultation Date	September 2024

This model policy has been created through consultation with:

Young people's sexual health services

Parents/Carers

Consultation with governors who are Newham parents/carers

Teachers and support staff - attended Network Meetings/training

Other places – consultation with Birmingham, Redbridge and Tower Hamlets RSE lead

Governors & trustees - around 130 attended training at Education Space on RSHE

SACRE - 19 different individuals representing Muslims Sunni and Shia, Christians

Catholic and protestant, Hindus, Buddhists, Jews, Sikhs, Humanists, SEND educational services

DfE and Ofsted

Head Teachers including Nursery Head Teachers

Policy statement –

Aims and objectives of PSHE: It is the intention of Shaftesbury Primary to teach high quality, age appropriate, pupil-sensitive, evidence-based PSHE, that demonstrates a respect for the law and all communities that call Newham home. We include statutory RSHE within our PSHE curriculum. It is expected that PSHE in Shaftesbury Primary 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 PSHE is such an important part of Shaftesbury's offer.

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 Shaftesbury Primary, we acknowledge that parents/carers are a child's first and most effective teacher in this area 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 may have. We are clear that our aim is to educate pupils about these important subjects alongside parents and carers. There is no right to withdraw from relationships and health education.

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 Shaftesbury

Primary School, we therefore choose to teach science in line with the national curriculum and aim for exceptional standards. 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 for 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 at Shaftesbury will be encompassed into PSHE lessons in Years 4 to Year 6. Our curriculum covers changes that both girls and boys experience during puberty. We recognise this can be a sensitive issue so commit to teaching in single sex classes. There is no right to withdraw from Health Education.

Relationships Education

The focus at Shaftesbury is to facilitate the acquisition and development of the characteristics that lead to building of positive relationships, with family members, other children and adults. Pupils are made aware that there are many ways which family units can be different, but what underlies a healthy family unit is love and respect for one another. 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 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 individually and in line with our safeguarding policy.

Non-statutory RSHE - Sex Education that goes beyond national curriculum science.

The Government and local advisors strongly recommend primary schools teach sex education beyond that taught within the science curriculum. At Shaftesbury we have decided to teach conception and how a baby develops and is born within the latter

stages of Year 6 in order to inform learning in Year 7 and enhance our teaching of primary science. There will be two lessons taught in single sex classes that will include this content and will be potential 'opt out' lessons for parents and pupils. We would hope that no pupil will be withdrawn from these lessons once discussion has taken place between parent and school. Sexual reproduction in mammals will still be taught as part of national curriculum science in year 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 Shaftesbury Primary a safe, inclusive and caring place for all, upholding the core values and ethos of the school.

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.

The school will assess pupils' learning and progress through ongoing teacher assessment, both of pupils understanding and progress within RSHE lessons, and through observing pupil behaviour and attitudes throughout the school day.

Resources

The school is not a member of any PSHE scheme of work, but rather have tailored the learning to be specific, sensitive and relevant to our pupils as well as our community. We will draw upon a variety of resources that are scientific in content, primarily those recommended and accredited by the PSHE Association, of which we are members.

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.

Parents and carers may request to view the resources which will be utilised for a topic in advance of that topic being taught but detail will be listed on the school's website.

Why are we teaching RSHE?

- Because it is the right thing to do.
- Our children are growing up in an increasingly complex and evolving world with new opportunities, but also new challenges to navigate. 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 to 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.

- The teaching of RSHE at Shaftesbury 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 at Shaftesbury is delivered within and influenced by all relating school policies
 - Behaviour policy
 - Anti Bullying policy
 - Equality policy or statement
 - Safeguarding policy
 - Inclusion policy

- How will we ensure lessons are taught sensitively?

Puberty and 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. We will use single sex classes for some lessons so that children feel less self-conscious and students may be more relaxed and feel able to ask questions. Same-sex teachers will also be used for single sex groups, and anonymous question boxes will be available to pupils to minimise any stress or embarrassment caused by wishing to ask a sensitive question.

- When will RSHE will be taught?

RSHE lessons will be delivered according to the yearly structure for each year group. In addition to discrete, in-class lessons, learning linked to RSHE will be further fully embedded in all curriculum areas (for instance within the wider curriculum) and throughout the school through the modelling of positive attitudes and behaviours by staff, and through the use of assemblies, visitors and educational visits.

- How will we ensure communication with parents/carers?

Shaftesbury Primary work with parents/carers and want to communicate what is going on in RSHE. Our aim is to offer a clear insight into the content of our curriculum to explain what will happen in R(S)HE, 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 conceived and born), is taught outside of the national curriculum for science, a letter will be sent home ahead of the lesson so that parents/carers are aware of what is being taught and in which week. Our intention is to make these lessons factual, scientific and as sensitive to the background of all our pupils as possible and our hope is that they will all remain in the lessons so that they learn facts from a teacher rather than second-hand information from friends 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, via an individual response letter that will be sent out to Year 6 pupils ahead of these scheduled lessons. Alternative provision can be made for the child during these lessons and this will be documented. We also encourage any parents who have concerns to discuss the Sex education lessons with a member of SLT before opting out so that they are fully informed of content and procedures first.

- Who will be teaching RSHE?

RSHE lessons will be delivered by class teachers who are committed to delivering a high-quality RSHE education. It is the responsibility of class teachers to plan,

resource and deliver these lessons according to the school's guidance for these pupils. For sensitive topics where it is preferable for a same sex teacher to deliver the curriculum, this will be arranged by the subject leader and SLT. External visitors, such as the school nurse, may be used to complement but never be used to substitute or replace teacher-planned provision.

- What training will staff be given?

All staff receive annual training on RSHE, updating them on policy and curriculum content and supporting them to deliver high-quality, sensitive and impactful RSHE lessons.

- What materials will be used to deliver RSHE?

At Shaftesbury we have chosen to use a variety of materials to deliver RSHE, from whichever source we think is best suited to our pupils. We are a member of the PSHE Association which allows us access to a number of accredited resources. Parents/carers may request to see resources in advance of lessons if they wish.

[Next Parental consultation period due Summer term 2024 \(every three years\)](#)

Curriculum Map 2023 – 2024
Curriculum Area: PSHE/RSE
Shaftesbury scheme of work



Year Group:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N	<p><u>Autumn 1 – Ourselves</u></p> <ul style="list-style-type: none"> - Find ways to calm themselves, through being calmed and comforted. - Establish their sense of self. - Express preferences and decisions. Try new things and start establishing their autonomy. - Find ways of managing transitions. - Make connections between the features of their family and other families. <p>UtW link – family.</p>	<p><u>Autumn 2 – Traditional tales and nursery rhymes</u></p> <ul style="list-style-type: none"> - Notices and asks differences between people and themselves. - Expressing a range of emotions. - Growing in confidence to talk about and manage their emotions. - Safely explore emotions beyond their normal range through play and stories. - Notices differences between people. <p>UtW link – family and people around them.</p>	<p><u>Spring 1 - Transport</u></p> <ul style="list-style-type: none"> - Talk about their feelings in more elaborated ways. - Exploring and enjoying new places around local neighbourhood with small groups. - Develop friendships with other children. - Thrive as they develop self-assurance. - Play with increasing confidence in their own and with other children. <p>UtW link – local area.</p>	<p><u>Spring 2 – On the farm</u></p> <ul style="list-style-type: none"> - Select and use activities with help when needed. - Become more outgoing with unfamiliar people and show confidence in new social situations. - Increasing follow rules and understand why they are important. - To begin to resolve conflicts and talk about their feelings. - Understand that animals and their young look different. <p>UtW link – animals.</p>	<p><u>Summer 1 – Minibeasts</u></p> <ul style="list-style-type: none"> - Develop their sense of responsibly and membership of a community. - Play with one or more other children, extending and elaborating play ideas. - Find solutions to solve conflicts. <p>UtW link – the world around us.</p>	<p><u>Summer 2 – The sea</u></p> <ul style="list-style-type: none"> - Develop ways of being assertive. - Increasingly follow rules understanding why they are important. - Talk with others to solve conflicts. - Continue developing positive attitudes about the differences between people. <p>UtW link – the world around us.</p>

R	<p><u>Autumn 1 – Dinosaurs</u></p> <ul style="list-style-type: none"> - To show more confidence in new social situations. - To develop the sense of responsibility and sense of community (class rules and class monitors) - To increasingly follow rules and understand why they are important. - To become more outgoing with unfamiliar adults (invite members of staff to discuss their roles within the school e.g. Office staff, Head of school, Senco, etc.) <p>UtW link – people and the world around us.</p>	<p><u>Autumn 2 – Light and dark</u></p> <ul style="list-style-type: none"> - Find solutions to conflicts, by discussing. - Increasingly follow rules and understand why they are important. - Develop appropriate ways of being assertive. - Talk about their feelings and emotions. - Begin to understand how others might be feeling. - See themselves as a valuable individual (abilities). 	<p><u>Spring 1 – Traditional tales</u></p> <ul style="list-style-type: none"> - Build constructive and respectful relationships. - Express their feelings and the feelings of others. - Show resilience and perseverance in the face of challenge. - Think about the perspectives of others. - Manage their own needs. - Stranger-danger activities. - Wait for what they want and control their immediate impulses when appropriate. <p>UtW link – people and the world around us.</p>	<p><u>Spring 2 – Growing</u></p> <ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others. - Begin to regulate their behaviour according to their emotions. - Understand the importance of healthy food choices and healthy life style. - Be confident to try new activities and show independence. <p>UtW and PD link – healthy eating.</p>	<p><u>Summer 1 – Superheroes</u></p> <ul style="list-style-type: none"> - Resilience and perseverance in the face of challenge. - Explain the reasons for rules. - Know right from wrong and try to behave accordingly. - Work and play cooperatively and take turns with others. - Form positive attachments to adults and peers. - Show sensitivity to their own needs and the needs of others. 	<p><u>Summer 2 – Under the sea</u></p> <ul style="list-style-type: none"> - Manage their own basic hygiene and personal needs (dressing, toilet). - Set and work towards simple goals. - Give focused attention to what the teacher says and respond even when engaged in another activity. <p>PD link – self-care skills.</p>

	<u>Health and Wellbeing</u>	<u>Health and Wellbeing</u>	<u>Relationships</u>	<u>Relationships</u>	<u>Living in the wider world</u>	<u>Living in the wider world</u>
1	<u>Keeping Healthy</u> How to keep the body healthy – brushing teeth, exercise, eating healthier. Reference to mental health/wellbeing. Science link – body parts.	<u>Special People</u> Talking about people that are special and how to look out for someone. RE link – different religious leaders.	<u>Bullying</u> Definition of bullying and how it makes a person feel. Talk about what someone should do in this situation. Also address misconception of ‘falling out’ with a friend as different to ‘bullying’. Computing link – online safety.	<u>Choices</u> Good/bad choices – what is sensible? What are consequences? Science link – body parts.	<u>Staying Safe</u> Discuss why we have rules in class – what factors make you feel safe at school? Talk about online safety – PANTS rule/how to be SMART online. Computing link – online safety.	<u>On the move</u> Naming the variety of features that form part of their local area and understanding why it is important to look after the environment. Geography link – local area, recycling and the environment.
2	<u>Keeping Healthy</u> Ways to keep the body healthy, physically and emotionally. Reference to mental health/wellbeing. Science link – healthy eating, animals including humans.	<u>Thinking Positive</u> Understanding how happy thoughts can make one feel better. PSHE Link – choices.	<u>Bullying</u> How bullying can affect people’s feelings, how to respond to bullying. References to different families to understand dangers of bullying. Computing link – online bullying.	<u>Growing and changing</u> How humans change from a baby to adult, becoming independent, understanding responsibilities. Science link – plants and animals including humans.	<u>Staying Safe</u> Keeping safe in the environment, online and outside emotionally, being able to communicate. Geography link – Continents and oceans. PSHE link – staying safe.	<u>Money</u> What money is used for, how to spend/ save/ manage money wisely. Maths link – money.

<p>3</p>	<p><u>Keeping Healthy - RSHE</u> <u>Focus – Health education</u> Balanced diet, choices about food, how the media affects our food choices. SMSC link.</p>	<p><u>Managing feelings</u> Talking about emotions good/bad and how to respond to it. SMSC link. English link – inference.</p>	<p><u>Resolving conflict</u> Seeing things from other people’s views, making choices and compromising. Geography link. Computing link – cyber bullying, responsible adult.</p>	<p><u>Rights and responsibilities</u> How humans change from a baby to an adult, becoming independent, understanding responsibilities. SMSC link. Science link – Healthy eating.</p>	<p><u>Topical debates</u> Understanding how and why laws are enforced and why we have rules. SMSC link.</p>	<p><u>Money matters</u> Understand the importance of money and budgeting. How to manage money and the different expenditures they may have to encounter. SMSC link. Maths – money.</p>
<p>4</p>	<p><u>Positive Thinking</u> How to think positively and focus on coping strategies through different situations. PSHE Link – Managing feelings, anti-social behaviour.</p>	<p><u>Staying safe</u> Talk about becoming independent, staying safe on the roads/ at home/ at school/ transport etc. Computing Link – online safety.</p>	<p><u>Community</u> School communities, local communities, voluntary groups. Geography – services and amenities in local area.</p>	<p><u>Human development – RSHE Focus – Health education</u> Health, bacteria/ viruses. Puberty and where babies grow. PANTS – protecting our bodies. Science – digestive system.</p>	<p><u>Money</u> What money is used for, how to spend/save/ manage money wisely. How money affects our lives. Maths – calculation, conversion.</p>	<p><u>UK Citizens</u> Our identity, nationality /ethnic identities, stereotypes. SMSC link – British values. Geography link – national identity. PSHE Link – Rule of Law.</p>
<p>5</p>	<p><u>Health</u> Physical mental and emotional health – positive and negative influences. Science link – healthy eating, diets.</p>	<p><u>Anti-social behaviour</u> Explaining types of anti-social behaviour, why they are considered negative and how to resolve conflicts. English link – Beowulf events.</p>	<p><u>Peer pressure</u> How to respond to peer-pressure, positive relationships, who to talk to when in need of support. References to the value of difference to understand dangers of bullying.</p>	<p><u>Relationships – RSHE Focus – Health & Relationships education</u> Male and female puberty, dealing with conflicting emotions, building good relationships. References to how different relationships all have same core</p>	<p><u>Human Rights</u> Identifying human rights of children, support networks if human rights are violated. History link – The Victorians.</p>	<p><u>Britain/British Values</u> Importance of respecting others and understanding the diverse society that we live in (different ethnicities/faiths in Britain). How the actions of people can help the community they are a part of. SMSC link.</p>

			(Different cultures, religions, LGBT). English link – Oliver Twist, peer pressure.	values. (Different cultures, religions, LGBT). Science link – human development, gestation.		
6	<u>Discrimination</u> Why our personal identity is important and why we shouldn't judge others and should respect different people. (Different cultures, religions, LGBT) English and Geography link – migration.	<u>Understanding Money</u> Where money comes from, salary, helping communities, budgeting and saving. Math – money and measurement.	<u>Relationships</u> Discussing different types of relationships, civil partnerships/ marriage. (Different cultures, religions, LGBT) Science link – gestation period, puberty and life cycles.	<u>Human development – RSHE – Sex education</u> Reproduction/ body changes. Lessons 4 & 5 are 'opt out' lessons as they contain reproductive content. Computing – safeguarding/grooming.	<u>One World</u> To know the different kinds of responsibilities, rights and duties at home/school/ the community and towards the environment. Understanding the basic human rights shared by people in society. English – debates. Geography – global warming and the climate. Science – Electricity, fossil fuels. SMSC link.	<u>Enterprise Project</u> Children will gain an understanding of how to run a business and what being an entrepreneur means. Math link – understanding money. D&T link – creating a product to sell.

The Government and local advisors strongly recommend primary schools teach sex education beyond that taught within the science curriculum. However, Shaftesbury Primary, after consultation with parents and a variety of other groups, have decided to only teach 'how a human baby is conceived and born' in the second half term of Spring, Year 6. This will be taught in a scientific based way using the correct and appropriate terminology, forming the basis of the Year 7 Science curriculum. There will be two lessons that parents can 'opt out' of for their children and a letter will be sent prior to the teaching of this to all families.

Sexual reproduction in mammals will still be taught as part of the Year 5 national curriculum in Science.

Appendix 2

Year 4 RSE

The aims for this topic are as follows;

- know what bacteria and viruses are. **Health Education**
- how to follow hygiene routines to lessen exposure to bacteria and viruses and keep themselves healthy. **Health Education**
- to understand where babies grow in simple, age appropriate terms. Non-conception based **Science Education**
- to have an age appropriate and gender specific understanding of puberty. **Health Education**
- to understand what to do if they feel threatened or in danger of unwanted attention. **(Safeguarding)**

Year 5 RSE

The aims for this topic are as follows;

- recognise the changes that will occur to their bodies as they get older. **Health Education**
- be aware of their health, understanding what they must do to keep themselves safe. **Safeguarding/Health**
- be ready to create positive relationships as they become older. **Relationships Education**

- be aware of emotional and mental changes that will occur as they get older.

Health/Relationships Education

Year 6 RSE

The aims for this topic are as follows;

- to identify and understand the scientific process of reproduction using their knowledge of mammal gestation from Year 5 science. Science/Sex Education – lesson 4 & 5 Spring 2 MTP opt out lessons

- to understand how their physical bodies will change due to puberty and also why puberty occurs. Health Education

- to be aware of changes they will have to make to their daily routines to account for new hygiene practices. Health Education

- to understand that it is important to protect themselves from unwanted attention and possible dangers that they may face in adolescence. Safeguarding

- to be aware of the dangers drugs could have on their physical and mental health. Health Education

All teaching will be age appropriate and taught without bias. Boys and girls will be taught separately. The boys in the year group will be taught by a male teacher and the girls by a female teacher. Some lessons that specifically involve sex education this term can be opted out of.

If you have any questions or would like to be informed about options for opting out of certain lessons, please email the school.

Appendix 3

Opt out letter for year 6 (to follow)

Glossary

DFE - Department for Education

DHT - Deputy Head Teacher

DT - Design Technology

LGBT - Lesbian Gay Bisexual Trans

MTP - Medium Term Plan

OFSTED - Office for Standards in Education

PD - Personal Development

PSHE - Personal, Social and Health Education

RE -Religious Education

RSHE - Relationships, Sex and Health Education

RSE - Relationships and Sex Education

SACRE - Standard Advisory Council on Religious Education

SEND - Special Educational Needs and Disabilities

SMSC - Spiritual, Moral, Social and Cultural

SLT - Senior Leadership Team

UtW - Understanding the World

