



Relationship and Health Education Policy

Approved by the Governing Body on: 14th July 2021

Review date: Summer term 2022

1 Aims and Objectives – Relationships and Health Education (RHE)

It is the intention of Barley Lane Primary School to teach age appropriate, pupil sensitive, evidence based Relationships and Health Education (RHE), that respects the law and all communities that call Redbridge home.

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.

This policy is adapted from the Redbridge Local Authority Model RHE Policy. Credit and thanks to the London borough of Newham and Tower Hamlets for access to their policy. Special thanks to Jo Sell, Claire Clinton and the Newham RSHE partnership for their support to Redbridge.

2 Statutory Content Primary – RHE

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

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.

We will ensure that our RHE curriculum is included as part of the termly curriculum meetings held with parents under the subject area of PSHE.

3 Definitions

3.1.1 Relationship Education - Primary

The DfE have defined Relationship Education within the RHE Guidance 2019. The London Borough of Redbridge have interpreted this definition and acknowledge that by the end of Primary school all children will have learnt about the following topics; Families and people who care for me, Caring Friendships, Respectful relationships, online relationships and Being safe. This will include safeguarding elements including children being able to report concerns or abuse using the vocabulary to do so, which incorporates the use of proper names for body parts including penis and vulva. The

school will use these body part names from the start of Year 4. Until the end of Year 3, the children will be taught the term private parts.

3.1.2 Sex Education – Primary

The DfE have defined Sex Education within the RHE Guidance 2019. The London Borough of Redbridge have interpreted this definition and acknowledge that Sex Education within Primary is not compulsory. Sex Education in Primary is the teaching of sexual reproduction – how a baby is conceived and born, which goes beyond the National Curriculum teaching of reproduction in mammals. This part of the guidance will **not** be taught. (see Section 7).

3.1.3 Health Education – Primary

The DfE have defined Health Education within the RHE Guidance 2019. The London Borough of Redbridge have interpreted this definition and acknowledge that by the end of Primary school all children will have learnt about the following topics; 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. We have followed the recommendation of the Redbridge syllabus to teach about the menstrual cycle within Year 4, with an additional parent and child invited session. This is earlier than detailed in the statutory Science KS2 curriculum whereby topics such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals is taught in Upper KS2.

3.1.4 National Curriculum 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 important 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.

4 Health Education

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

Puberty, including menstruation, will be covered in Health Education and should, as far as possible, be addressed before children begin puberty.

See appendix 2 for a copy of the DfE guidance.

There is no right to withdraw from Health Education.

5 Relationships Education

The aim of Relationships Education is to provide information to children that will empower them to understand themselves and the world in which they live. The focus in Primary schools should be on teaching the fundamental building blocks and characteristics of positive relationships, with family members, other children and adults as outlined in the guidance and 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 children.

See appendix 2 for a copy of the DfE guidance.

There is no right to withdraw from Relationships Education.

6 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 including physical, emotional, sexual harm and neglect.

7 Non - Statutory RHE

The Government and local advisors strongly recommend primary schools teach sex education beyond that taught within the science curriculum. However, the school has after discussion with the SLT and Governing Body, not to teach sex education and will not teach 'how a human baby is conceived and born'. Sexual reproduction in mammals will still be taught as part of the science national curriculum in year 5.

8 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.

The school celebrates 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 our school a safe, inclusive and caring place for all, upholding the core values and ethos of the school.

9 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. When teaching RHE children and staff will acknowledge equal respect for all protected characteristics in line with the Equality Act 2010, particularly religion.

10 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 to review, discuss and develop CPD opportunities where appropriate.

RHE lessons will be included in whole school learning walks.

Teachers will be responsible for assessing the children's learning and progress. Teachers will identify prior learning by engaging with the children to understand their gained knowledge through discussions in class, evidence of work in books, previous curriculum planning and discussion with colleagues. Evidence of learning and progress will be through class discussions, work in books, displays, photographs, assemblies. This approach links to the rest of the school's curriculum ethos. RHE lessons will be taught all year round as part of class time and aspects may also be delivered through age appropriate assemblies.

We are aware that some sessions throughout different age groups are dependent on individual needs and 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. If children ask questions which are outside the parameters of our syllabus and policy, they will be referred to their parents for further discussion. Home and School Partnership and

communication and an understanding of the school's approach to safeguarding disclosures is important.

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

Staff have attended boroughwide training available to schools since the summer term 2020. The training has been delivered to other teachers in school through the academic year 2020-21.

11 Resources

Our RHE lead will work with year group 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 include stories and resources from external agencies such as the NSPCC, PSHE Association, Red Cross, Twinkl. The school will **not** be using Jigsaw or Stonewall resources. In the event of external agencies/tools/resources being used the school will ensure the materials comply with 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 termly curriculum meetings.

11.1 **RHE Lead**

The name of the RHE lead is Victoria Ballantyne.

If you have any questions regarding this policy or RHE please contact Victoria Ballantyne via admin@barleylane.redbridge.sch.uk

Children and staff will know about the role of the RHE lead through newsletters, parent meetings, assemblies, school council and lessons. The school's Safeguarding leads and pastoral team will support the work of the RHE lead when appropriate.

12 Appendix 1

12.1 Science National Curriculum

Please click on the link to the science national curriculum.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425618/PRIMARY_national_curriculum_-_Science.pdf

Appendix 2

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

Please click on the link for the DfE Guidance.

[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)

13 Appendix 3

13.1 Pupil voice survey

<file:///C:/Users/Administrator/Documents/Pupil%20Questionnaire%20May%202021.pdf>