



CPD SCHOOLS FEDERATION RELATIONSHIP, SEX and HEALTH EDUCATION POLICY

(Policy drafted by the Local Authority in consultation with a wide group of Newham stakeholders across the community for adoption by Newham Schools.)

<i>DRAFTED BY:</i>	Darren Williams
<i>CURRENT STATUS:</i>	Approval by FGB
<i>APPROVAL DATE:</i>	17th March 2021
<i>DATE TO BE REVISED:</i>	Spring 24
<i>PREVIOUS REVISIONS:</i>	

Primary: Relationships, Sex and Health Education (RSHE) Policy

This model policy has been created through consulting with:

- Young people's sexual health services
- Parents/Carers Consultation with over 30 governors who are Newham parents/carers
- LGBT+ community - Individuals, groups and teachers who identify as LGBT+
- Councillors - 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

Person responsible for RSHE in school:

Kate Hughes (Central Park)

Ronel James (Dersingham)

Date ratified by Governors: 17th March 2021

Aims and objectives of Relationship, Sex and Health Education (RSHE)

It is the intention of the schools with CPD Schools Federation to teach high quality, age appropriate, pupil-sensitive, evidence-based RSHE, which demonstrates a respect for the law and all communities that call Newham home. It is expected that RSHE in our schools 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. Therefore, RSHE is such an important part of the curriculum.

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. Within, CPD Schools Federation we acknowledge that parents/carers are a child's first and most effective teacher and so will ensure that we have annual meetings with parents or carers to present our RSHE curriculum as well as hear from parents/carers about any concerns or questions they have. We are clear that our aim is to educate pupils about these important subjects alongside parents and carers.

National Curriculum Science

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

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

Health Education (Physical Health and Mental Wellbeing)

The aim of Health Education is to give pupils the information that they need to make good decisions about their physical and mental health and wellbeing. Pupils' will recognise what is normal and what is an issue in themselves and others, and how to seek support at the earliest stage from appropriate sources. Puberty, including menstruation, will be covered in Health Education and should, as far as possible, be addressed before children begin puberty.

There is no right to withdraw from Health Education.

Relationships Education

The focus in primary schools should be on teaching the fundamental building blocks and characteristics of positive relationships, with family members, other children and adults. Lessons will be evidence based, age and culturally appropriate, based in the law and sensitive to the needs of pupils. (See RSHE Curriculum Map.)

There is no right to withdraw from Relationships Education

Safeguarding

Safeguarding is an important aspect of all the lessons taught as part of RSHE in our school. Our safeguarding policy will be applied 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.

Non-statutory RSHE

The non-statutory element covers Sex Education that goes beyond national curriculum science. The Government and local advisors strongly recommend teaching Sex Education beyond that taught within the science curriculum. The school would be teaching about 'how a baby is conceived and is born' in Year 6. This follows on from the national curriculum for science, which teaches about sexual reproduction in mammals in year 5. Sex Education in CPD Schools Federation will be taught by trained teachers in an age appropriate and sensitive way and we believe this will help to get children ready for their move to secondary school.

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

Parents/carers have a right to withdraw their children from non-statutory RSHE, 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.

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 new DfE RSHE guidance (2019), as well as the Ofsted Education Inspection Framework (2019), make it clear that equality and the inclusion of minority groups, including those who have minority gender identities and sexual orientations, is a legal requirement and should be included in RSHE in an age appropriate way that is sensitive to the backgrounds, families and identities of our children and young people.

Our schools celebrate 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 our schools a safe, inclusive and caring place for all, upholding the core values and ethos of the school.

The delivery of the content of RSHE will also be made accessible to all pupils, including those with SEND.

Monitoring evaluation and assessment

To ensure that the teaching and learning in RSHE in our schools is of the highest standard, it will be monitored by our curriculum leaders and senior staff.

The school will identify pupil's prior knowledge by reviewing previous lessons taught and will assess pupil's learning and progress through built in assessment tasks. The learning we wish to assess will relate to the pupils' attributes and skills, as well as their knowledge and understanding related to the topic.

Pupil's learning and progress will be evidenced by allowing pupils to reflect on their learning and evaluate their progress over a period of time. This is important because it will assist the teacher in reporting meaningful learning progress to parents/carers. Learning will be evidenced by discussions with learners.

Resources

The school will use resources recommended by the PSHE Association. 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. The schools will follow a published scheme, approved by the Local Authority's RSE Lead, having been scrutinised by senior leaders for appropriateness. The resources will be adapted and modified if necessary to deal with sensitivities and age appropriateness rather than be implemented as a scheme of work with taking that into consideration.

Appendix 1

Information about how and why RSHE will be taught at CPD Schools Federation.

Why are we teaching RSHE?

Because we know 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 Federation want our pupils to flourish in the world they find themselves in and to work hard throughout all curriculum areas, giving 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.

CPD Schools Federation will 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 teaching of RSHE in our schools 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.

Statutory Guidance on RSHE 2019

Relationships Education, Relationship 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 the Federation is delivered within and influenced by all relating school policies:

- Behaviour policy
- Anti-bullying policy
- Equality policy or statement
- Safeguarding policy
- SEND policy

How will we ensure lessons are taught sensitively?

- Puberty and menstruation and human reproduction and birth are 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 will be held for some lessons so that children feel less self-conscious and may be more relaxed and feel able to ask questions. (This was requested by pupils and parents and the approach is supported by Governors and School Leaders.)
- Some SEND pupils will receive small group teaching on the same topic.
- Lessons will be adapted with content suitable to age/ability of the pupils.

When RSHE will be taught?

RSHE lessons will be taught as part of the PSHE curriculum throughout the school year beginning in April 2021. Specific aspects of Health Education and Sex Education will be taught as a themed week during Summer Term 2.

How will we ensure communication with parents/carers?

Our schools work with parents/carers and want to communicate what is going on in RSHE. Our aim is to offer a meeting 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.

Materials for the PSHE curriculum (which includes RSHE guidance) will be shared a term in advance for all units of work. This is to provide transparency of the materials that we use and support parents to explain areas of the PSHE curriculum at home. We believe that the positive relationship between home and school is essential. The ongoing relationship means that we will continue to seek views on materials and resources used and use the feedback to inform future delivery of the lessons.

Whenever Sex Education (how a baby is made and born), outside of the national curriculum for science, is being taught, 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 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 an adult teaching it, 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. (Appendix 4)

Appendix 2

Newham RSHE partnership public statement

Newham has long been a place where diversity is valued and inclusion promoted. The different communities that call Newham home make it a very special place to live, work and study.

Newham Schools and Newham Council are committed to and support the teaching of high-quality relationship education, relationships and sex education and health education (RSHE) and welcomes the government's new direction on statutory RSHE.

The implementation of RSHE is the statutory responsibility of schools following meaningful consultation with parents and carers. We have established the Newham RSHE partnership, a coalition of schools, professional associations, Newham Council and experts in the field of RSHE. In a spirit of co-operation and constructive engagement, the partnership will consult with parents and carers, community stakeholder groups, governors, teachers and their representatives, pupils, where appropriate, and PSHE providers. In this way, we shall ensure the best outcomes for our pupils in Newham.

RSHE should enable our children and young people to learn about themselves and the world they live in, giving them the skills, understanding and information they need for life, helping them to stay safer and to flourish not just in childhood and adolescence but into adulthood. This is why RSHE is a vital part of the curriculum.

The aim of the newly formed Newham RSHE partnership is to support, inform and train teachers, subject leads, and senior management teams in schools, and other education providers, to deliver the statutory RSHE. This will be high quality, age appropriate and is respectful of, and sensitive to, the diverse needs and backgrounds of pupils in Newham. The partnership will continue to communicate and work with our stakeholders towards the implementation of the new statutory framework by September 2020.

It is important to acknowledge that there may be differences of opinion concerning the content, methods and materials used in RSHE. The partnership will, as far as is possible, under British equalities law and with respect for all groups, acknowledge and seek to engage with the differences and find inclusive ways to deliver RSHE in Newham.

Appendix 3

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 – 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.
- Curriculum Map – Long term plan for 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.

Appendix 4.

Letter to Parents prior to Teaching R(S)HE – CHANGING ADOLESCENT BODIES

Dear Parents/Carers,

As part of our school R(S)HE curriculum we complete a unit of learning in PSHE called changing adolescent bodies in the summer term.

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.

The Government and local advisors strongly recommend, and CPD Schools Federation 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’ and labelling internal body parts in year 6, following on from the national science curriculum, which teaches about sexual reproduction in mammals in year 5. Sex Education in CPD Schools Federation will be taught by trained school staff, in an age appropriate and sensitive way and we believe will help to ready children for their move to secondary school.

Following a process of consultation with borough advisors, governors, staff and parents we have chosen to teach the unit called ‘Changing Adolescent Bodies’ across 1 themed week, at the start of the summer term 2, to support the following areas:

- Staff training
- Parent support and development
- Opportunities to set up safe learning environments for staff, parents and pupils
- Directed leadership time across the week to quality assure learning and provide support

We have included an overview of learning for each year group to provide clear content coverage. Please read through this carefully so that you are able to support your children in this learning. We are providing an opportunity for parents to view all the materials we will use on (**week beginning date to be inserted**). This will be an opportunity for parents to ask teachers questions and fully prepare for this area of learning. We believe that the positive relationship between home and school is essential.

Please note the following:

- Parents do not have the right to withdraw children from the science content of RSE work
- Parents do have the right to withdraw their children from the non-statutory components of sex education within RSHE which is indicated on the overview in purple.
- Request for withdrawal must follow the federation process which will be available in the policy on the website.

Thank you for your continued support

Darren Williams
Executive Head Teacher

RSHE - SEX EDUCATION APPLICATION TO WITHDRAWAL

NAME OF CHILD	NAME OF PARENT	CLASS	DATE FORM SUBMITTED	DATE ALL TASKS COMPLETED

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.

The Government and local advisors strongly recommend, and CPD Schools Federation 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’ and labelling internal body parts, in year 6, following on from the national science curriculum, which teaches about sexual reproduction in mammals in year 5. Sex Education in the CPD Schools Federation will be taught by trained school staff in an age appropriate and sensitive way and we believe it will help to ready children for their move to secondary school.

- Parents do not have the right to withdraw children from the science content of RSE work
- Parents do have the right to withdraw their children from the non-statutory components of sex education within RSHE
- Request for withdrawal must follow the steps below
- A copy of the withdrawal request will be placed in the pupil’s educational record

Materials for the PSHE curriculum (which includes RSHE guidance) will be shared a term in advance for all units of work. This is to provide transparency of the materials that we use and support parents to explain areas of the PSHE curriculum at home. We believe that the positive relationship between home and school is essential.

Parents who would like to withdrawal their child from Sex Education must:

Action	Yes/No
Contact the school to make a meeting with your child’s phase leader (AHT)	
Meeting 1: <ul style="list-style-type: none"> - AHT to discuss and view the materials created for Year 6 sex education across the Federation - Explain the clear rationale that the Federation has for teaching this material. - Provide a link for families to read the secondary curriculum, so that families are clear about the statutory expectations as children move into Year 7 - Explain the arrangements for children whose parents wish to withdraw from this area of learning circle time sessions will be planned. - Arrange a further meeting with AHT encouraging reflection from this meeting. 	
Meeting 2: <ul style="list-style-type: none"> - AHT to note family concerns about the planned curriculum - Explain that the family will be provided with resources to support their children at home - Explain that families will be expected to support their children in the same ways as it is taught in school: Upholding British Law and Values, Equality Act, Safeguarding 	

strategies, Anti Bullying Policy.	
Families will be asked to complete the proforma (see below) if they still wish to remove children from lessons, so that this is kept as a record for the school. It can be completed in their presence if necessary.	
Organised activity in place for each session.	
A review with the child completed to ensure that policies have been followed and there are no changes to the child's behaviour or personal development.	

NAME OF CHILD		CLASS	
NAME OF PARENT		DATE	

To be completed by parents:

Reasons for withdrawing from RSE:

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Any other information you would like the school to consider:

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Parent signature	
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To be completed by the school:

Agreed actions from discussion with parents	
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Appendix 5.



PSHE Long Term Plan

Statutory references indicated below – RSHE - Relationship Education ® Health Education (H) Caring Friendships (CF) Respectful Relationships (RR) Online Relationships (OR) Being Safe (BS) Sex Education (SE) Physical Health and Mental Wellbeing (PHMW) Mental Wellbeing (MW) Internet Safety and harm (IS) Physical Health and Fitness (PHF) Healthy Eating (HE) Drugs, Alcohol and Tobacco (DAT) Health and Prevention (HP) Basic First Aid (BFA) Changing Adolescent Body (CAB)

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Responsibilities	5 Being my Best	6 (Changing Adolescent Body) Growing and Changing Will be taught for a focus week – Summer 2
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others (add in a resource from Jigsaw that has pictures to help explain key terms of labelling)
STATUTORY REFERENCES	RR, HH, MW	RR, CF, PHMW. MW	PHMW, RR, BS, MW, IS, DAT, HE, PHF	Maths measurements Science year 2 animals and humans H, R, HE, PHF Geography KS1 Art and Design	PHMW, RR, CF, MW, PHF, HE, BFA	Science Year 1 Science Animals Including Animals PHMW RR MW CF BS CAB

Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
STATUTORY REFERENCES	PHMW, RR, CF, MW	RR, PHMW, CF, MW	BS, PHMW, MW, IS, DAT, HE, PHF	Maths measurement, BS, PHWB, OR,	PHWB, Science Animals and Humans Health Fitness PHF, HE, BFA	Science Year 2 PHWB BS IS CAB Science – Animals including Humans Living Things
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty (Not being taught in Federation until Year 4 – REPEAT YEAR 2 LABELLING) Keeping safe Safe and unsafe secrets
STATUTORY REFERENCES	BS, CR, RR	CF, RR, PHMW, BS, OR, MW	BS, PHWB, IS, DAT, HE, PHF	OR, MHWB,	RR, Science animals and humans, PHF, HE, BFA	CF, BS, RR, PHWB, Science Year 3 MW IS CAB
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty _ Year 3 lesson combined with year 4 Girls learn about own bodies Boys learn about own bodies Managing difficult feelings Relationships including marriage GIRLS AND BOYS TAUGHT SEPERATELY

STATUTORY REFERENCES	CR, PHWB, RR,	CF, RR, PHMW, BS, OR, MW	OR, PHWB, BS, RR, IS, DAT, HE, PHF	BS, CR, RR,	RR, CR, PHWB, PHF, HE, BFA	PHMW, RR, CR, OR, MW, IS, CAB
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights and responsibilities Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help Girls learn about boy's puberty Boys learn about girl's puberty GIRLS AND BOYS TAUGHT SEPERATEL
STATUTORY REFERENCES	MHWB, RR	MHWB, RR, CR,MW	OR, PHWB, BS, RR, IS, HE, PHF	PHMW, RR,	RR, CR, PHF, HE, BFA	PHWB, RR, CR,OR, MW, IS, CAB
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education - where primary schools chose to teach human reproduction - parents have the right to withdraw their child'. Self-esteem GIRLS AND BOYS TAUGHT SEPERATEL
STATUTORY REFERENCES	RR, CR, PHWB	MHWB, RR, CR, BS, OR, MW	OR, PHWB, BS, RR, IS, HE, PHF	PHMW, RR,	RR, CR, PHWB, PHF, HE, BFA	MHWB, RR, CR, BS, OR, IS, CAB