



# Relationships, Sex and Health Education (RSHE) Policy

|                          |             |
|--------------------------|-------------|
| Date agreed by Governors | Summer 2021 |
| Reviewed                 | Summer 2022 |
| Next Review              | Summer 2024 |

| Linked Documents  |
|---|
| Anti-Bullying Policy  |
| Child Protection and Safeguarding Policy  |
| Equality Act 2010   |
| Positive Behaviour Policy   |
| Public Sector Equalities Duty 2014  |
| Statutory Guidance on RSHE 2019 - Relationships Education, Relationships and Sex Education (RSE) and Health Education<br>Statutory Guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers |



**The United Nations Convention on the Rights of the Child (UNCRC) articles which inform this policy are:**

- Article 3: The best interest of the child must be top priority in all decisions and actions that affect children.
- Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.
- Article 17: Every child has the right to reliable information from a variety of sources.
- Article 28: Every child has the right to education. Discipline in schools must respect children’s dignity and their rights.
- Article 29: Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and their environment.

**School’s Purpose:** To prepare pupils for lifelong success

**School’s Vision:** At Godwin Junior School we:

- Value everyone
- Instil a love of learning
- Seek and encourage talent
- Inspire resilient learners
- Open minds to develop responsible global citizens
- Nurture confident, articulate individuals

## **Godwin Junior School: Relationship, Sex and Health Education (RSHE)**

Godwin Junior School is adopting the Newham model RSHE policy which has been created through consulting with:

- Parents/Carers - Consultation with over 30 school governors who are Newham parents/carers
- Governors & trustees - Around 130 attended training at Education Space on RSHE
- Councilors - Briefing and consultation with over 30
- Teachers - 80+ attended training, 55+ attended Network Meetings
- Other local authorities - Birmingham, Redbridge and Tower Hamlets RSHE leads
- Young people's sexual health services
- LGBT+ community - Individuals, groups and teachers who identify as LGBT+
- Faith groups - Meeting held with 30 Imams and 20 survey responses
- SACRE - 19 different individuals representing
  - Muslims - Sunni and Shia
  - Christians - Catholic and Protestant
  - Hindus
  - Buddhists
  - Jews
  - Sikhs
  - Humanists
- Pupils - Carried out in December 2019 with three primary and three secondary schools, involving about 130 pupils
- SEND educational services
- DfE and Ofsted
- Head Teachers including Nursery Head Teachers

### **Policy statement - Aims and objectives of RSHE**

|             | Parents/carers  | Teachers  | School governors  |
|-------------|---|---|---|
| Date        | Summer 2021   | Spring/Summer 2021  | Summer 2021   |
| What we did | <p>Met parents/carers from each year group via Zoom meetings. Year 3 &amp; 4 on 30/03/21<br/>Year 5 &amp; 6 on 31/03/21<br/>Parents/carers were given the chance to respond with questions. The presentation was specific to every year group but also presented the policy and curriculum as a whole.</p> <p>Additionally, we have shared our presentations on our school website giving parents/carers the chance to email any further questions or add comments.</p> | <p>School INSET on 17/03/21 delivering breakdown of 'Relationships' and 'Changing Me' unit</p> <p>School INSET on 26/05/21<br/>Staff meeting prior to delivery of 'Changing Me'. Teachers sharing resources to be used<br/>Staff given the chance to ask questions.</p> | <p>Governor training of RSHE has already taken place</p> <p>Draft policy and presentations for the parents/carers of each year group shared</p> |

It is the intention of Godwin Junior School to teach high quality, age appropriate, pupil-sensitive, evidence-based RSHE that demonstrates a respect for the law and all communities that call Newham home. It is expected that RSHE in Godwin Junior School will help pupils to learn about themselves and the world they live in, giving them the skills, understanding and information they need for life. This will help them to stay safe and to flourish, not just in childhood, but into adulthood and for the rest of their lives. This is why RSHE is such an important part of the curriculum.

#### **Statutory content: Relationship Health Education (RHE)**

By law, primary schools are required to teach relationships and health education, alongside national curriculum science, within the context of safeguarding. At Godwin Junior School 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. At Godwin Junior this will be covered in Year 4 (Summer term, girls only) and again in Years 5 and 6.

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 and age-appropriate, based in the law and sensitive to the needs of pupils.

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 Child Protection and Safeguarding Policy will be applied to and supported by all aspects of RSHE. Any disclosures or issues arising as part of RSHE will be dealt with in line with this policy.

### **Non-statutory Relationship, Sex and Health Education (RSHE)**

The Government and local advisors strongly recommend to teach Sex Education beyond that taught within the science curriculum. At Godwin Junior School we teach sex education in Year 6 where we cover 'how a baby is conceived and is born' following on from the National Curriculum for science, which teaches about sexual reproduction in mammals in Year 5. At Godwin Junior School sex education will be taught by trained teachers in an age-appropriate and sensitive way in single-sex classes. We believe this will prepare children in their transition from primary 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'. Before teaching non-statutory RSHE, parents/carers are invited to a meeting to look at the resources, lesson plans and ask questions they have on the subject.

The process of withdrawing will involve either submitting a letter to the Senior Leadership Team (SLT) or meeting with a member of SLT to discuss their concerns; the choice is left with parents/carers. Parent/carers should expect to receive confirmation of withdrawal. 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 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 Godwin Junior School 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 identify pupils' prior knowledge and use this as a tool to build on and teach them new skills
- The school will assess and evidence pupils' learning and progress through the use of a summative assessment tracking grid at the end of each half termly unit.
- There are no national level descriptors for RSHE.
- This is important because, as a school, we are eager to ensure children are making progress with their learning throughout the RSHE curriculum.
- Learning will be evidenced by pupils completing a range of tasks within their whole class 'Journal'. Additionally, an emphasis has been placed on pupil voice at Godwin Junior, allowing for children to reflect on their learning during each lesson and at the end of each unit.

### **Resources**

The school will draw from a number of educational resources.

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

### **RSHE queries**

Any queries about this policy should be addressed to the Head Teacher

*Developed from materials shared with Jo Sell from Tower Hamlets LA and used with permission  
Approved by: Newham LA; Newham SACRE, NAPNH and NASH*

## **Appendix 1: Information about how and why RSHE will be taught at Godwin Junior School**

### **Why are we teaching RSHE?**

- Our children are growing up in an increasingly complex world with new opportunities, but also new challenges. We, as a school, want our pupils to flourish in the world they find themselves in and to work hard throughout all curriculum areas to give them the skills and knowledge they need to do that. RSHE teaching is an important part of equipping our pupils for life in 21st Century Britain, enabling them to embrace diversity, make the most of technology; understand the importance of and develop the skills which lead to them being able to sustain healthy and strong relationships.
- Relationships and Health Education is a statutory requirement for all primary schools in England. The government, Ofsted and local advisors recommend that sex education (how a baby is conceived and born) is also taught in primary school.
- At Godwin Junior School we have decided to teach sex education, 'how babies are conceived and born' because young people report 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. That is why we feel it is appropriate to teach this during the summer term of Year 6 within single-sex lessons.
- The teaching of RSHE at Godwin Junior School is informed by the law, national RSHE guidance and the National Curriculum set out by the DfE, as well as the school ethos and policies already developed.

### **How will we ensure lessons are taught sensitively?**

- Puberty, menstruation, 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.
- Delivered by teachers whom the children know and who have had training
- Single-sex classes for some lessons so that children feel less self-conscious and may be more relaxed and feel able to ask questions
- Use of anonymous question boxes
- Establishing ground rules prior to the lesson to ensure comments of a negative nature made towards other pupils (whether intentional or not) do not take place.

### **When will RSHE be taught?**

- RSHE – learning about human changes during puberty – will begin in Year 4 (in the summer term, Year 4 girls will have a discrete lesson focusing on menstruation) and continue to be taught in Year 5 and Year 6. Following on from the Year 5 science lessons around sexual reproduction in mammals, Year 6 will be taught about human reproduction and the development and birth of a baby. These single-sex lessons will take place during the summer term.

### **How will we ensure communication with parents/carers?**

- Godwin Junior School will work with parents/carers as we want to communicate what is happening in RSHE. We will offer a meeting, prior to sensitive aspects of RSHE being taught, to explain what will happen 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 at school. Examples of sensitive subjects will be:
  - Year 4 summer term (girls only) learning about menstruation
  - Year 5 summer term (single-sex lessons) learning about puberty
  - Year 6 summer term (single-sex lessons) re-visiting puberty and learning about human reproduction
- 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 lessons informing parents/carers. Our intention is to make these lessons as sensitive to the background of all our pupils as possible and our hope is that pupils will remain in the lesson so that they learn facts from a teacher, rather than from unreliable sources. However, Godwin Junior School respects the right of parents/carers to remove their children from the sex education element of RSHE if they wish. Parents/carers who wish to remove their children from the sex education element of RSHE need to inform the Head Teacher in writing or arrange a meeting to discuss concerns. Parents/Carers will receive a confirmation letter that their child has been withdrawn from these lessons and alternative provision will be made for the child while these lessons are being taught. The process will be documented.



### Who will be teaching RSHE?

- Usually, RSHE will be taught to children by a class teacher. With regard to more sensitive issues: menstruation to Year 4 girls, puberty in Year 5 and 6 and sex education in Year 6, these will be taught in single-sex groups by a teacher the children know.

### What training will staff be given?

- Staff will be trained by the RSHE lead and SLT (and – where possible - the Local Authority RSHE lead) who will have had extensive training from the borough of Newham.
- Teachers will use a range of clearly structured, age-appropriate resources and teaching materials to help them deliver an effective and enriched curriculum. Staff wishing to attend specific training will be given the opportunity, wherever possible.

### What materials will be used to deliver RSHE?

- At Godwin Junior School, we have chosen to use a variety of materials to deliver RSHE, from whichever source we think is best-suited to our pupils. We tailor our lessons to meet the needs of our pupils and ensure they are age-appropriate.

### These grids show RHE /RSHE content for Years 3, 4, 5 and 6

| Year group: 3<br>Puzzle: Changing Me                  |  |   |
|---|--|---|
| Piece   | PSHE learning objective  | Social and emotional development learning objective   |
| 1<br>How I Have Changed Since I Was A Baby            | I understand that in animals and humans lots of changes happen between being a baby and growing up | I recognise how I feel when I see babies<br>I recognise how I feel about these changes happening to me and know how to cope with those feelings               |
| 2<br>What Babies Need To Live And Grow                | I understand what a baby needs to live and grow  | I can express how I might feel if I had a new baby in my family   |
| 3<br>How My Interests Have Changed Since I Was A Baby | I understand my interests change as I get older  | I can express how I feel about how I have changed<br>I recognise how I feel about these changes happening to me and know how to cope with those feelings      |
| 4<br>How My Role In My Family Has Changed             | I understand that as I get older I may take on more roles and responsibilities                     | I can express how I feel about having responsibilities<br>I recognise how I feel about these changes happening to me and know how to cope with those feelings |
| 5<br>Family Stereotypes                               | I recognise that in a family we share different roles  | I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes   |
| 6<br>Looking Ahead                                    | I can identify what I am looking forward to when I move to my next class                           | I can start to think about changes I will make next year and know how to go about this  |

| Year group: 4<br>Puzzle: Changing Me |   |  |
|--------------------------------------|---|--|
| Piece                                | PSHE learning objective   | Social and emotional development learning objective  |
| 1<br>Unique Me!                      | I can name and identify external body parts   | I understand that I don't need to be embarrassed about the biological names for parts of the human body    |
| 2<br>Talented Me!                    | I can identify my strengths and know how I can develop certain skills   | I understand that everyone has strengths and that these are often different from other peoples             |
| 3<br>Powerful Me!                    | I can identify the learning power/s that I am strong in   | I understand that everyone has strengths and that these are often different from other peoples             |
| 4<br>Stronger Me!                    | I can identify the learning power/s that I need to focus on and I know how I can develop it/them  | I understand that we all have areas of our personality that we need to focus on and develop                |
| 5<br>Thoughtful Me!                  | I understand that my actions can often have an impact on others   | I understand that what I say and do often has consequences   |
| 6<br>Future Me!                      | I can identify some of my hopes and aspirations for the future  | I can express what I would like for my future  |
| 7<br>Developing Me!<br>Girls only    | I can describe how a girl's body changes in order for her to be able to have babies when she is an adult and that menstruation (having periods) is a natural part of this | I have strategies to help me cope with the physical and emotional changes I will experience during puberty |

| Year group: 5<br>Puzzle: Changing Me (single-sex lessons) |  |   |
|---|--|---|
| Piece   | PSHE learning objective  | Social and emotional development learning objective   |
| 1<br>Self And Body Image                                  | I am aware of my own self-image and how my body image fits into that   | I know how to develop my own self-esteem  |
| 2<br>Puberty For Girls #1<br>(Revisit in Year 6)          | I can explain/describe how a girl's body changes during puberty<br>I can explain the importance of looking after yourself physically and emotionally | I understand that puberty is a natural process that happens to everybody and that it will be ok for me.<br>I can express how I feel about the changes that will happen to me during puberty |
| 3<br>Puberty For Girls #2<br>(Revisit in Year 6)          | I can explain/describe how a girl's body changes during puberty<br>I can explain the importance of looking after yourself physically and emotionally | I understand that puberty is a natural process that happens to everybody and that it will be ok for me.<br>I can express how I feel about the changes that will happen to me during puberty |
| 4<br>Puberty For Boys #1<br>(Revisit in Year 6)           | I can explain/describe how a boy's body changes during puberty<br>I can explain the importance of looking after yourself physically and emotionally  | I understand that puberty is a natural process that happens to everybody and that it will be ok for me.<br>I can express how I feel about the changes that will happen to me during puberty |
| 5<br>Puberty For Boys #2<br>(Revisit in Year 6)           | I can explain/describe how a boy's body changes during puberty<br>I can explain the importance of looking after yourself physically and emotionally  | I understand that puberty is a natural process that happens to everybody and that it will be ok for me.<br>I can express how I feel about the changes that will happen to me during puberty |
| 6<br>Q&A  | I can explain the changes that happen during puberty   | I understand that puberty is a natural process that happens to everybody and that it will be ok for me.<br>I can express how I feel about the changes that will happen to me during puberty |

| Year group: 6<br>Puzzle: Changing Me (single-sex lessons)    |  |   |
|--|--|---|
| Piece  | PSHE learning objective  | Social and emotional development learning objective   |
| 1<br>My Self Image   | I am aware of my own self-image and how my body image fits into that   | I know how to develop my own self esteem  |
| 2<br>Relationships inc:<br>Boyfriends<br>Girlfriends         | I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a boyfriend/girlfriend                           | I understand the respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to |
| 3<br>Real Self And Ideal Self                                | I am aware of the importance of a positive self-esteem and what I can do to develop it   | I can express how I feel about my self-image and know how to challenge negative 'body-talk'   |
| 4<br>Puberty   | I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally                                   | I can express how I feel about the changes that will happen to me during puberty  |
| 5<br>Sexual intercourse & Fertilisation                      | I understand that sexual intercourse can lead to conception and that is how babies are usually made<br><br>I also understand that sometimes people need IVF to help them have a baby | I appreciate how amazing it is that human bodies can reproduce in this way  |
| 6<br>Development of a foetus (baby) from conception to birth | I can describe how a baby develops from conception through the nine months of pregnancy and how it is born   | I can recognise how I feel when I reflect on the development and birth of a baby  |