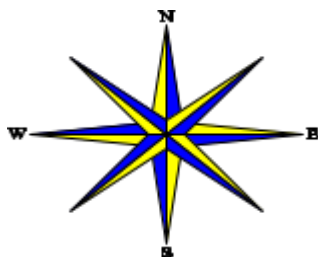


Southern Road Primary School Relationships (Sex) and Health Education (RSHE) Policy



<i>This model policy has been created through consulting with:</i>	
<i>Parents/Carers</i>	<i>Consultation with over 30 governors who are Newham parents/carers</i>
<i>Councilors</i>	<i>Briefing and consultation with over 30 in attendance</i>
<i>LGBT+ community</i>	<i>Briefing and consultation with over 30</i>
<i>Teachers</i>	<i>80+ attended training, 55+ attended Network Meetings</i>
<i>Other places</i>	<i>Birmingham, Redbridge and Tower Hamlets RSE leads</i>
<i>Governors & trustees</i>	<i>Around 130 attended training at EducationSpace on RSHE</i>
<i>Faith groups</i>	<i>20 survey monkey responses and meeting held with 30 Imams</i>
<i>SACRE</i>	<i>19 different individuals representing</i> <i>Muslims Sunni and Shia</i> <i>Christians Catholic and protestant</i> <i>Hindus</i> <i>Buddhists</i> <i>Jews</i> <i>Sikhs</i> <i>Humanists</i>
<i>Pupils</i>	<i>Carried out in December 2019 with three primary and three secondary schools, involving about 130 pupils.</i>
<i>SEND educational services</i> <i>DfE and Ofsted</i> <i>Head Teachers including Nursery Head Teachers</i>	



Signature of headteacher

chair of governors Bronwen Stuckey

Date ratified by Governors :25th March.

When the policy will be reviewed: Annually

Boroughwide consultation taken place concerning the implementation of the 2020 guidance in RSHE (tick as appropriate)

Pupils	Parents/ carers	Community groups	Faith groups	Local councilors	Teachers	Ofsted	School governors	LA	Professional Associations

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

	Parents/ carers	teachers	School governors
Date	Consulation to begin November 2020	Teachers shared and discussed new policy and guidance in Autumn 2019 and January 2020	Governors shared Draft policy in January 2020 and agreed in principal October 2020.
What we did		2 insets for staff- opportunities to raise concerns/ questions	Informed of borough wide initiative in Summer 2019, updates at every GB meeting.

Policy statement - Aims and objectives of RSHE

It is the intention of Southern Road Primary 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 Southern Road Primary 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: 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 Southern Road Primary 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.

See appendix 2 for full list of content- this has been adapted from the Changing Me section of the Jigsaw curriculum that we use from Southern Road

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 appendix 3 for information regarding how this is taught following the Jigsaw curriculum

There is no right to withdraw from Relationships Education

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

Non-statutory RSHE

Sex Education that goes beyond national curriculum science

The Government and local advisors strongly recommend and Southern Road Primary School has decided, and once agreed 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' in year (5/6) following on from the national science curriculum, which teaches about sexual reproduction in mammals in year 5. Sex education at Southern Road Primary School will be taught by trained staff in an age appropriate and sensitive way and we believe will help to ready children for their move to secondary school.

Parents/carers have a right to withdraw their children from non-statutory RSHE, i.e. **'how a human baby is conceived and is born'**.

This withdrawal will take place following a meeting with a member of the Senior Leadership Team (SLT) to discuss their concerns. The school will document this process. These lessons will be taught in the Summer Term in year 6.

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 in line with our safeguarding policy.

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 Southern Road Primary 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 and SLT of Southern Road

The school will evidence and assess pupils' learning and progress through pupil voice, evidence of work in books and displays and through monitoring of teaching and learning.

Resources

The school will draw from a number of educational resources. At Southern Road our resources mainly come from the Jigsaw Scheme of Work used by a number of Newham schools.

All resources can be shared with parents at any point.

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.

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

Approved by: Newham LA; Newham SACRE, NAPNH and NASH

Appendix 1

Information about how and why RSHE will be taught at Southern Road Primary School

Why are we teaching R(S)HE?

- 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.
- Because 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 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.

R(S)HE 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.

- At Southern Road we have decided to 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 decision to teach sex education was taken following consultation with parents/carers and governors.

We are however giving parents the right to withdraw their child from these lessons as we want to allow some freedom of choice.

The teaching of R(S)HE at Southern Road Primary 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. 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 R(S)HE at Southern Road Primary School is delivered within and influenced by all relating school policies

- Behaviour policy
- Antibullying policy
- Equality policy
- Safeguarding 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 R(S)HE and therefore we will put in age appropriate special measures to make sure that pupils feel at ease when talking about these topics.
- 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
- Use of anonymous question boxes

When will R(S)HE will be taught?

- R(S)HE will be taught all year round following the Jigsaw scheme of work as part of class time.
- The sex education aspect of RSHE when we teach about human reproduction will be taught at the end of year six just before the children go to secondary schools. Please see below about how we will communicate when these lessons will take place.

How will we ensure communication with parents/carers?

- Southern Road Primary School will work with parents/carers and want to communicate what is going on in R(S) HE. Our aim is to offer a meeting yearly to explain what will happen in R(S)E, 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 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 and parents will also be able to view the lesson resources to support their decision.**

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 a teacher rather than second-hand in the playground.

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.

Who will be teaching R(S)HE?

Class teachers will be teaching the RSHE curriculum

What training will staff be given?

There is at present borough wide training available to schools for staff. R(S)HE lead teachers have been provided with a training package that can be used by them to train the teachers delivering R(S)HE in our school.

What materials will be used to deliver R(S)HE?

- At Southern Road Primary School we have chosen to use materials to deliver R(S) HE, from the Jigsaw PSHE scheme of work. From time to time we may adjust these resources or use others recognised providers such as Medway to ensure what we are teaching best meets the needs of our pupils.

It is the aim of Southern Road Primary School to provide all our pupils with high quality, pupils sensitive, evidence based and age and developmentally appropriate R(S)E that is sensitive to our pupils background and needs.

If there are any questions about what we teach and why then please contact your child's relevant phase leader or any other member of the Senior Leadership team.

Approved by: Newham LA; Newham SACRE, NAPNH and NASH

Appendix 2

Year 6

Weekly Celebration	Pieces/Focus	PSHE learning intention	Social and emotional development learning intention
Understand that everyone is unique and special	1. 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
Can express how they feel when change happens	2. 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
Understand and respect the changes that they see in other people	3. Boyfriends and Girlfriends	I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend	I understand that 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
Know who to ask for help if they are worried about change	4. Real self and ideal self 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'	I can express how I feel about my self-image and know how to challenge negative 'body-talk'

<p>Understand and respect the changes that they see in other people</p> <p>PARENTS CAN WITHDRAW THEIR CHILDREN FROM THIS TOPIC</p>	5. Conception	<p>I understand that sexual intercourse can lead to conception and that is how babies are usually made. I also understand that sometimes people need IVF to help them have a baby</p>	<p>I appreciate how amazing it is that human bodies can reproduce in these ways</p>
<p>Understand and respect the changes that they see in themselves</p> <p>PARENTS CAN WITHDRAW THEIR CHILDREN FROM THIS TOPIC</p>	6: Babies: Conception to Birth	<p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born</p>	<p>I can recognise how I feel when I reflect on the development and birth of a baby</p>
<p>Are looking forward to change</p>	7. The Year Ahead	<p>I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.</p> <p>I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities</p>	<p>I know how to prepare myself emotionally for the changes next year.</p> <p>I am confident that I can cope with the changes that growing up will bring</p>

Year 5

Weekly Celebration	Pieces/Focus	PSHE learning intention	Social and emotional development learning intention
Understand that everyone is unique and special	1. 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
Can express how they feel when change happens	2. Puberty for Girls	I can explain how a girl's body changes during puberty and understand 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 m
Understand and respect the changes that they see in themselves	3. Puberty for boys	I can describe how boys' bodies change during puberty	I can express how I feel about the changes that will happen to me during puberty
Know who to ask for help if they are worried about change	4. Looking Ahead 2	I can start to think about changes I will make next year and know how to go about this	I can start to think about changes I will make next year and know how to go about this.

Year 4

Weekly Celebration	Pieces/Focus	PSHE learning intention	Social and emotional development learning intention
Understand that everyone is unique and special	1. Unique Me	I understand that some of my personal characteristics have come from my birth parents.	I appreciate that I am a truly unique human being
Understand and respect the changes that they see in themselves	2. Puberty for boys and Girls	I can describe how boys' and girls' bodies change during puberty	I have strategies to help me cope with the physical and emotional changes I will experience during puberty
Understand and respect the changes that they see in other people	3. Circles of Change	I know how the circle of change works and can apply it to changes I want to make in my life	
Know who to ask for help if they are worried about change	4. Accepting Change	I can identify changes that have been and may continue to be outside of my control that I learnt to accept	
Are looking forward to change	5. Looking Ahead	I can identify what I am looking forward to when I move to a new class	I can reflect on the changes I would like to make next year and can describe how to go about this

Year 3

Weekly Celebration	Pieces/Focus	PSHE learning intention	Social and emotional development learning intention
Understand that everyone is unique and special	1. How Babies Grow	I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby	I can express how I feel when I see babies or baby animals
Know who to ask for help if they are worried about change	5. Family Stereotypes	I can start to recognise stereotypical ideas I might have about parenting and family roles	I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes
Are looking forward to change	6. Looking Ahead	Identify what I am looking forward to when I move to my next class	Start to think about changes I will make next year and know how to go about this

Year 2

Weekly Celebration	Pieces/Focus	PSHE learning intention	Social and emotional development learning intention
Understand that everyone is unique and special	1. Life Cycles in Nature	I can recognise cycles of life in nature	I understand there are some changes that are outside my control and can recognise how I feel about this
Can express how they feel when change happens	2. Growing from Young to Old	I can tell you about the natural process of growing from young to old and understand that this is not in my control	I can identify people I respect who are older than me
Understand and respect the changes that they see in themselves	3. The Changing Me	I can recognise how my body has changed since I was a baby and where I am on the continuum from young to	I feel proud about becoming more independent
Understand and respect the changes that they see in other people	4. Boys' and Girls' Bodies	I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vulva) and appreciate that some parts of my body are private	I can tell you what I like/don't like about being a boy/girl
Know who to ask for help if they are worried about change	5. Assertiveness	I understand there are different types of touch and can tell you which ones I like and don't like	I am confident to say what I like and don't like and can ask for help
Are looking forward to change	6. 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 when I am in Year 3 and know how to go about this

Year 1

Weekly Celebration	Pieces/Focus	PSHE learning intention	Social and emotional development learning intention
Can express how they feel when change happens	2. Changing Me	I can tell you some things about me that have changed and some things about me that have stayed the same	I know that changes are OK and that sometimes they will happen whether I want them to or not
Understand and respect the changes that they see in themselves	3. My Changing Body	I can tell you how my body has changed since I was a baby	I understand that growing up is natural and that everybody grows at different rates
Know who to ask for help if they are worried about change	4. Learning and Growing	I understand that every time I learn something new I change a little bit	I enjoy learning new things
Are looking forward to change	5. Coping with Changes	I can tell you about changes that have happened in my life	I know some ways to cope with change

Appendix 3

What exactly does Jigsaw teach about LGBTQ issues and is it age-appropriate?

• How much LGBTQ teaching is there in Jigsaw?

It is firstly important to understand that any reference to adult relationships, whether LGBTQ or heterosexual people is NOT describing sexual activity as this would be **inappropriate**. Relationships lessons focus on respect and regard between people e.g. friendships and families.

In upper Key Stage 2 the Changing Me Unit age-appropriately explains puberty and the biology of human reproduction.

Jigsaw is a complete scheme of work for Personal, Social, Health Education (PSHE) covering the entire PSHE curriculum for primary children aged 4-11. **Only a very small number** of these lessons in the entire scheme have any focus upon LGBTQ issues.

Jigsaw's philosophy is about inclusion and valuing all children.

What LGBTQ material is taught in lower primary (infants)?

LGBTQ is not mentioned specifically in lessons for children aged 4-7. However, in lessons that explore differences in families, pictorial resources such as those below are used as a discussion focus.

Questions such as:

'Which photos show a family?'

What is important about a family?'

'What does your family mean to you?'

help children understand about their own and other's families and how a family is founded in love and respect. Should children raise the question about pictures that show a same-gender couple, Jigsaw's teacher notes suggest this is explained to children in the following way:

'Some children have two mummies or two daddies.'

Teachers **are not** expected to go beyond this response, or give more detail, as that would not be age-appropriate. However, this does acknowledge and include any children who have LGBTQ people as part of their family.

What LGBTQ content is discussed for children aged 7-11?

In materials for 7-11-year olds, some lessons about bullying provide opportunities for teachers to discuss and correct homophobic language the children may be using, such as the inappropriate use of the words 'gay' and 'lesbian', or the use of slang words that are LGBTQ-phobic.

In the same lessons they will also be exploring racist and sexist language, or insulting language that is used about a person's physical appearance, their abilities, or whether they have special needs. In these lessons, teachers explain that any insult is unkind and hurtful.

Teachers explain that being gay is a type of adult relationship where two men or two women love each other in a romantic way, and if they choose, they can get married. Teachers are not expected to go beyond this definition and give more detail. It is simply explaining what being gay means and that the word 'gay' (or other LGBTQ-related words) should not be used in an insulting or derogatory way.

In Jigsaw's Relationships and Changing Me lessons for pupils aged 7-11 that cover relationships, puberty, growing-up and how a baby is made, children are given opportunities to ask questions if there is something they don't understand.

LGBTQ relationships or being LGBTQ **are not explicitly discussed** in the lessons, unless questions are raised about it. In which case, Jigsaw's teacher notes give possible age-appropriate ways for teachers to answer these questions.

Being Transgender

In one lesson for 10-11-year olds, children are introduced to the word 'transgender' so they understand what it means. This lesson has a focus on prejudice and discrimination where a transgender example is used.

The Equality Act is also explained in an age-appropriate way. Being transgender is discussed in the following terms:

Most people are not transgender. A transgender person doesn't feel their body matches with their gender. Let me explain...a person who was born with a male body may feel they are a female, and a person born with a female body may feel they are a male. There can be all sorts of reasons why this happens.

Some transgender people choose to change their appearance or body so their gender matches with how they feel. This is called transitioning. Not all transgender people choose to do this though.

(If children want more detail, teachers are advised to explain they will learn more about transgender people in secondary school and they should return to the focus of the lesson which is about prejudice and discrimination).

Jigsaw's decision was to include this lesson as a matter of course within the Year 6 (Age 10 -11) materials so children understand what being transgender means, in line with the Equality Act.

This lesson does not promote transgenderism as a preferred lifestyle. It simply explains what being transgender is, and how some people who are trans face unfair prejudice and discrimination, in the same way that other people do e.g. through racism, ageism, sexism and prejudice against people who are disabled.

What Jigsaw doesn't do

- Jigsaw does not teach or encourage children to be LGBTQ
- Jigsaw does not teach what LGBTQ people do sexually or how their relationships function
- Jigsaw does not promote LGBTQ lifestyles as a preferential way of living
- Jigsaw's advice about answering children's questions age-appropriately does not sexualise children, destroy their innocence, or encourage them to experiment. There is more properly researched peer-reviewed evidence that supports this claim, than not.
- Jigsaw materials do not undermine 'family values'.

What Jigsaw does do

- Jigsaw teaches children to be kind, understanding and respectful of others even if they are perceived as different
- Jigsaw teaches children that people have rights but there are also responsibilities that go with These
- Jigsaw teaches children that there are laws to protect them and others from being hurt or abused and helps protect them from bullying
- Jigsaw helps clarify (age -appropriately) questions that children may have about the world

"...consultation does not provide a parental veto on curriculum content. We want schools to consult parents, listen to their views, and make reasonable decisions about how to proceed (including through consideration of school's wider duties)—and we (the Def.) will support schools in this. We trust school leaders and teachers to make the right professional choices....children should feel included and should grow up understanding the value and importance of kindness and respect for others and themselves..."

Rt Hon Damian Hinds 10th April 2019

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

Approved by: Newham LA; Newham SACRE, NAPNH and NASH