

RSHE Policy

Policy Creation and Review	
Last Review Date	September 2023
Ratified by Governing Body	September 2023
Next Review Date	September 2024

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+
- Councilors - 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
- SEND educational services
- Pupils - carried out in December with three primary and three secondary schools, involving about 130 pupils
- DfE and Ofsted
- Head Teachers including Nursery Head Teachers

Policy statement - Aims and objectives of RSHE

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

Statutory content: RHE

By law primary schools are required to teach relationships and health education, alongside the national curriculum in science and within the context of safeguarding. Here at Monega Primary we acknowledge that parents/carers are a child's first and most effective teacher and so will ensure that we have regular contact with parents or carers to present our RSHE curriculum. This will also form a communication 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.

Academies are not compelled to teach science as it appears in the national curriculum, however, they are expected to only use alternatives where it can be demonstrated that the alternatives enable schools to provide a science curriculum of an even higher standard than that offered by the national curriculum. At Monega Primary we therefore choose to teach science in line with the national curriculum.

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 positive 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.

There is no right to withdraw from Relationships Education.

Safeguarding

Safeguarding is an important aspect of all of the lessons taught as part of RSHE in our school. Our safeguarding policy will be applied to and supported by all aspects of RSHE and any disclosures or issues arising as part of RSHE, will be dealt with in line with our safeguarding policy.

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

The Government and local advisors strongly recommend primary schools teach sex education beyond that taught within the science curriculum. However, Monega Primary have decided after consultation with parents/carers, 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 Year 5 national curriculum in Science.

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 Monega Primary a safe, inclusive and caring place for all, upholding the core values and ethos of the school.

Monitoring evaluation and assessment.

- To ensure that the teaching and learning in RSHE in our school is of the highest standard, it will be monitored by our RSHE curriculum leader Kathleen Gibbons
- The school will identify pupils’ prior knowledge through class discussion and teacher observations of pupils. Learning is collated and reflected upon by both teachers and pupils and future learning will reflect areas of development. There will also be a liaison between teachers and the Early Help team to identify any particular areas of need for pupils within their class.
- The school will assess pupils’ learning and progress through ongoing teacher assessment, both of pupils understanding and progress within RSHE lessons, and through observing pupil behaviour and attitudes throughout the school day.
- The school will evidence pupils’ learning and progress through recorded written lessons once per half term to evidence pupils’ knowledge and understanding. Further learning can also be demonstrated by the positive, confident and resilient attitudes of pupils which are displayed through their behaviours towards others.

Resources

The school will draw from a number of educational resources, including guidance from the PSHE Association and the Department for Education.

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.

Appendix 1

Why are we teaching RSHE?

- 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. 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. In consultation with parents and pupils, Monega Primary will provide an overview of human development and puberty to prepare pupils for the next stage of learning.

- The teaching of RSHE at Monega Primary is informed by the law, national RSHE guidance and the national curriculum set out by the DfE as well as, the school ethos and policies already developed. Below is a list of some of the documents that have been taken into consideration when preparing this policy.
- Statutory Guidance on RSHE 2019
Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers
- Equality Act 2010 and The Public Sector Equality Duty 2014
- School ethos and educational aims.
- The teaching of RSHE in Monega Primary is delivered within and influenced by all relating school policies:
 - Behaviour policy
 - Antibullying policy
 - Equality policy or statement
 - Safeguarding policy
 - Inclusion policy
- **How will we ensure lessons are taught sensitively?**
 - Puberty and menstruation and are seen as sensitive topics to teach in RSHE and therefore we will put in special measures to make sure that pupils feel at ease when talking about these topics. We will use single sex classes for some lessons so that children feel less self-conscious and students may be more relaxed and feel able to ask questions. Same-sex teachers will also be used for single sex groups, and anonymous question boxes will be available to pupils to minimise any stress or embarrassment caused by wishing to ask a sensitive question.
- **When will RSHE will be taught?**
 - RSHE lessons will be delivered weekly in each class in each year group. In addition to discrete, in-class lessons, learning linked to RSHE will be further fully embedded in all curriculum areas (for instance within the wider curriculum) and throughout the school through the modelling of positive attitudes and behaviours by staff, and through the use of assemblies, visitors and educational visits.
- **How will we ensure communication with parents/carers?**
 - Monega Primary work with parents/carers and want to communicate what is going on in RSHE. We utilise parent contact events to share knowledge and allow parents/carers to ask questions and seek clarification. This will allow parents/carers to be ready for any questions that their child may have concerning what they have learnt in school.
- **Who will be teaching RSHE?**
 - RSHE lessons will be delivered by class teachers who are committed to delivering a high-quality RSHE education. It is the responsibility of class teachers to plan and deliver these lessons to pupils. For sensitive topics where it is preferable for a same-sex teacher to deliver the curriculum, this will be arranged by the subject leader and SLT.
- **What training will staff be given?**

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

There is at present boroughwide training available to schools for staff and in the summer term 2020 lead RSHE teachers will be provided with a training package that can be used by them to train others delivering RSHE in their school.

- **What materials will be used to deliver RSHE?**

- In Monega Primary we have chosen to use a variety of materials to deliver RSHE, from whichever source we think is best suited to our pupils. We do however follow guidance from the PSHE Association for much of our teaching of RSHE.

Scheme of work – Long Term overview for PSHE that includes RSHE

It is the aim of Monega Primary to provide all our pupils with high quality, pupils sensitive, evidence based and age and developmentally appropriate RSHE that is sensitive to our pupils background and needs. If there are any questions about what we teach and why then please contact the main office to arrange a meeting with **Miss Gibbons** or **Miss Harris**.

The Science long term plan can be found on the Monega website at www.monega.boleyntrust.org

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<p>That families are important for children growing up because they can give love, security and stability.</p> <p>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</p> <p>That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p> <p>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p>
Caring friendships	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p>
Respectful relationships	<p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>The conventions of courtesy and manners.</p> <p>The importance of self-respect and how this links to their own happiness.</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults.</p>
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>How information and data is shared and used online.</p>

TOPIC	PUPILS SHOULD KNOW
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>Where to get advice e.g. family, school and/or other sources.</p>