




GEARIES PRIMARY SCHOOL

## Relationship, Sex and Health Education Policy

This model policy has been developed through consultation with: SACRE, Redbridge Faith Forum, an Equality rep working party, A Faith and Belief rep working party, Youth council, Parent Rep Working parties, Redbridge RSHE outreach services, Community consultation, Governors and trustees and Teachers:

Gearies Primary School community has co-constructed this with:

Person responsible for RSHE in school: Alex Dias

Signature of Headteacher 

Signature of Chair of Governors .....

Date ratified by Board of Governors: 14<sup>th</sup> July 2021, last reviewed in December 2023

When the policy will be reviewed next: December 2024

**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	June 2021	03.02.21	20.05.21
What we did	Information Meetings & Consultations (borough & school) Borough led questionnaires	R.S.H.E. Staff Meeting	R.S.H.E. Governor Training & Consultation

## Contents

Aims and Objectives - RSHE .....	3
Statutory Content Primary – RHE .....	3
National Curriculum Science .....	3
Health Education.....	3
Relationships Education.....	4
Safeguarding .....	4
Non - Statutory RSHE .....	5
Parent/Carer right to withdraw their children from non – statutory Sex Education .....	5
Definitions.....	5
Relationship Education - Primary.....	5
Sex Education – Primary .....	5
Health Education – Primary .....	6
Equality .....	6
Faith sensitivity .....	6
Organisation of Teaching, Assessment & Review.....	6
What training will staff be given? .....	8
Resources.....	8
RSHE Lead .....	8
Appendix 1 .....	9
Science National Curriculum.....	9
Appendix 2 .....	13
Redbridge Syllabus for RSHE.....	13
Appendix 3 .....	13
DfE Guidance for teaching Relationships, Sex and Health Education 2019.....	13
Appendix 4 .....	13
Forms or details relevant to withdrawal from Sex Education .....	13

## Aims and Objectives - RSHE

It is the intention of Gearies Primary School to teach age appropriate, pupil sensitive, evidence based RSHE, that respects the law and all communities that call Redbridge home.

At Gearies Primary School it is our expectation that RSHE provides a learning space to understand Personal, Social and Health skills, knowledge and understanding, to enable children to navigate the world in which they live not only throughout childhood but also into adulthood; therefore, RSHE is such an important element of the curriculum.

### Statutory Content Primary – RHE

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

At Gearies Primary School we acknowledge and recognise that families are a child’s first and most effective teacher and it is our aim to build on the established foundation of the Redbridge syllabus and consultation of working in partnership with parents/carers to educate our children about these important subjects.

Here at Gearies Primary School we will ensure that an annual meeting is held to present our RSHE curriculum and create a space for questions to be raised hereafter. The Government guidance is due to be reviewed every 3 years.

### National Curriculum Science

The Key stage 1 and Key stage 2 NC states that children’s learning should include teachings about the main external body parts, the growth and development of humans from birth to old age, including the changes experienced during puberty, asexual and sexual reproduction in plants and mammals, the importance of exercise and the impacts associated with diet, drugs and lifestyle on the function of the body.

At Gearies Primary School we therefore choose to teach Science in line with the National Curriculum.

Full Science curriculum context can be viewed in appendix 1.

**There continues to be no right to withdraw from the Science National Curriculum.**

### Health Education

The aim of Health Education is to provide information to children that will empower them to make their own choices about their physical and mental wellbeing and health. Children will

recognise what is usual and what is not, in themselves and others, and be equipped to seek support at the earliest opportunity from appropriate sources.

Puberty, including menstruation, will be covered in Health Education and should, as far as possible, be addressed before children begin puberty. In the statutory Science KS2 curriculum topics such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in plants and animals are taught in Upper KS2.

See appendix 2 & 3 for full list of content (which includes a copy of the DfE guidance).

**There is no right to withdraw from Health Education.**

### **Relationships Education**

The aim of Relationships Education is to provide information to children that will empower them to understand themselves and the world in which they live. The focus in primary schools should be on teaching the fundamental building blocks and characteristics of positive relationships with family members, other children and adults along with encouraging the development of their own positive personal attributes such as a belief that they can achieve and persevere towards tasks and long-term rewards, honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, as outlined in the guidance. It also aims to teach how to seek support and guidance from appropriate sources. Lessons will be evidence based, age appropriate, based on the law and sensitive to the needs of all children.

See appendix 2 & 3 for full list of content (which includes a copy of the DfE guidance)

**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 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. The aim of including safeguarding within the syllabus enables consistent, age-appropriate fact-based vocabulary to report any concerns of abuse including, physical, emotional, sexual and neglect.

## Non - Statutory RSHE

### Parent/Carer right to withdraw their children from non – statutory Sex Education

Parents/Carers continue to have the right to withdraw their children from non-statutory Sex Education e.g. “How a baby is conceived and born”; following a meeting/conversation with a member of the leadership team to share their concerns. This conversation/meeting should be documented by the school. Those wishing to do this must first discuss their concerns with the Head Teacher, and then put their request in writing.

#### Sex Education that goes beyond National Curriculum Science

The Government and local advisors recommend primary schools teach sex education beyond that taught within the science curriculum. However, Gearies Primary School 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 national curriculum science in year 5.

## Definitions

### Relationship Education - Primary

Relationship Education is included in the following topic areas: Families, People who care for me, Caring friendships, Respectful relationships, Online relationships and Being safe by the end of Primary school. Families can include single parent families, families headed by grandparents, adoptive parents, foster parents/carers LGBT Parents, amongst other structures. There are many different types of families. Some families have a mother or a father, two mummies, two daddies, a mummy and a daddy, grandparents as parents or other combinations. British law says that people have a right to live in families of their own choosing. The most important thing is that we always make sure to respect the way that people choose to live their lives. Relationship Education will also include core safeguarding elements including children being able to report concerns or abuse using the vocabulary to do so, which incorporates the use of consistent scientific names for main external body parts including Penis, Vulva, and Buttocks.

### Sex Education – Primary

Sex Education in Primary is the teaching of sexual reproduction – how a baby is conceived and born. which goes beyond the National Curriculum teaching of reproduction in mammals and plants. Please note that Gearies Primary School will not be teaching this.

## Health Education – Primary

Health education is the teaching of Mental Wellbeing, Internet safety and harms, Physical health and fitness, Healthy eating, Drugs, alcohol and tobacco, Health and prevention, Basic first aid and Changing adolescent bodies.

## 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 tolerate children being 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.

At Gearies Primary School we celebrate difference and diversity and promote tolerance and respect for others. The bullying or discrimination of anyone for any reason is not acceptable. It is expected that our Relationships Education curriculum will lead to a stronger sense of community, mutual respect and give pupils a sense of responsibility. This will help to keep Gearies Primary School a safe, inclusive and caring place for all, upholding the core values and ethos of the school.

## Faith sensitivity

Some religious people/faiths will see some family structures as a preferred way of living. British Law says that people have a right to live with whoever they choose. The most important thing is that we always make sure to respect the way that people choose to live their lives. Teachers can acknowledge in RSHE lessons that some children/young people may have beliefs about the content to be taught, whilst noting that the purpose of the lesson is to give information. Children and young people will also be reminded of the ground rules and their right not to discuss anything that they do not want to. For some children and young people, it might be forbidden to discuss sex and the human body, which may be seen as a private matter.

## Organisation of Teaching, Assessment & Review

It is our intention that RSHE sessions will meet our high standard of teaching and learning. Therefore, planning will be used by the RSHE lead Alex Dias to review, discuss and develop CPD opportunities where appropriate.

Monitoring of RSHE lessons will be included in whole school learning walks, lesson monitoring and planning scrutinies.

Teachers will be responsible for assessing the children's learning and progress. At Gearies Primary School, teachers will identify prior learning by using the PSHE assessment data and identifying any gaps in learning. They will assess children's learning and progress through using the school's assessment records.

Evidence of RSHE learning is found in class floor books, displays and cross-curricular work contained in books.

The content of the Gearies Primary School RSHE syllabus, which has been developed in line with the recommendations of the London Borough of Redbridge syllabus, can be found within the school's policy section of My Drive. These can be found alongside the PSHE syllabus. These documents contain the outline of coverage of the RSHE and PSHE curricula and the year groups in which each topic will be covered.

All teachers will be responsible for teaching Sex and Relationships education as part of our PSHE and Science schemes of work. The contents are recorded in the medium-term planning files, held in each classroom. PSHE is taught to each class in a dedicated lesson each week, recorded on each class's timetable.

Appropriate resources will be used to support the programme, usually by the subject co-ordinator, who will be mindful of the content of this policy.

On occasions, visitors will be used to support our programme as and when appropriate, particularly when they have expertise not found in the school, regarding aspects of Sex and Relationships Education.

Please see appendices containing the PSHE programme of Study followed by Gearies Primary School which shows when these topics will possibly be taught. Please note that changes to planned timings within the academic year can happen.

We are aware that some sessions throughout different age groups (and dependent on individual needs) may suit being taught with amendments to teaching organisation i.e. in single gender groups or smaller groups.

Children will be able to ask questions and responses should be evidence based, age appropriate, based on the law and sensitive to the needs of children. Home and School Partnership and communication and an understanding of the school's approach to safeguarding disclosures are important.

## What training will staff be given?

Our RSHE lead and PSHE lead have attended the training organised and provided by Redbridge Borough across the Summer and Autumn terms 2020.

Gearies Primary School delivered a whole staff INSET in February 2021 in order to familiarise teachers with this policy. The RSHE lead will additionally meet with each year group in turn throughout the Spring Term 2021 in order to ensure that they are fully briefed on the expectations for the teaching of RSHE in their year group.

## Resources

Our RSHE lead will work with year groups teams to choose educational resources and materials that are age appropriate and enhance the teaching of RSHE exercising their professional judgement and that are in line with our legal duty in relation to impartiality.

These educational resources could include resources created or recommended by the PSHE Association and Votes for Schools.

In the event of external agencies/tools/resources being used Gearies Primary School will ensure the materials comply with our RSHE policy, the Teaching Standards, the Equality Act 2010, the Human Rights Act 1998, the Education Act 1996 and align to the teaching requirements set out in the statutory guidance.

We will share some of these resources at our initial Parent/Carer RSHE meeting and annually at Year 5/6 RSHE meetings.

## RSHE Lead

The name of the RSHE lead at Gearies Primary School is Alex Dias.

If you have any questions regarding this policy or RSHE please contact Alex Dias at [admin@geariesprimaryschool.co.uk](mailto:admin@geariesprimaryschool.co.uk).

Children and staff will know about the role of the RSHE team and lead through parent consultation meetings, staff meetings, the school policy and year group training sessions. The Safeguarding Team, PSHE lead and ELSAs are well publicised on the school website, and the Safeguarding Team are identified on posters around the school.

## Appendix 1

### Science National Curriculum

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study>

Please click on link above to see full Primary Science Curriculum.

Below are listed the topics covered and a brief outline of what is taught

#### Year One

##### Plants

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees.

##### Animals (including humans)

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

##### Everyday Materials

- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties.

##### Seasonal Changes

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies.

#### Year Two

##### Living Things & Their Habitats

- explore and compare the differences between things that are living, dead, and things that have never been alive
- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- identify and name a variety of plants and animals in their habitats, including micro-habitats
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

##### Plants

- observe and describe how seeds and bulbs grow into mature plants
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

##### Animals (including humans)

- notice that animals, including humans, have offspring which grow into adults

- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

#### Uses of Everyday Materials

- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

### **Year Three**

#### Plants

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- investigate the way in which water is transported within plants
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. Animals (included humans)
- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement.

#### Rocks

- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- describe in simple terms how fossils are formed when things that have lived are trapped within rock
- recognise that soils are made from rocks and organic matter.

#### Light

- recognise that they need light in order to see things and that dark is the absence of light
- notice that light is reflected from surfaces
- recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- recognise that shadows are formed when the light from a light source is blocked by a solid object
- find patterns in the way that the size of shadows change.

#### Forces & Magnets

- compare how things move on different surfaces
- notice that some forces need contact between two objects, but magnetic forces can act at a distance
- observe how magnets attract or repel each other and attract some materials and not others
- compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- describe magnets as having two poles
- predict whether two magnets will attract or repel each other, depending on which poles are facing.

### **Year Four**

#### Living Things & Their Habitats

- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things.

### Animals (including humans)

- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions
- construct and interpret a variety of food chains, identifying producers, predators and prey.

### States of Matter

- compare and group materials together, according to whether they are solids, liquids or gases
- observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

### Sound

- identify how sounds are made, associating some of them with something vibrating
- recognise that vibrations from sounds travel through a medium to the ear
- find patterns between the pitch of a sound and features of the object that produced it
- find patterns between the volume of a sound and the strength of the vibrations that produced it
- recognise that sounds get fainter as the distance from the sound source increases

### Electricity

- identify common appliances that run on electricity
- construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- recognise some common conductors and insulators, and associate metals with being good conductors.

## **Year Five**

### Living Things & Their Habitats

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.

### Animals (including humans)

- describe the changes as humans develop to old age.

### Properties & Changes of Materials

- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- demonstrate that dissolving, mixing and changes of state are reversible changes
- explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

### Earth & Space

- describe the movement of the Earth, and other planets, relative to the Sun in the solar system

- describe the movement of the Moon relative to the Earth
- describe the Sun, Earth and Moon as approximately spherical bodies
- use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

### Forces

- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect

## **Year Six**

### Living Things & Their Habitats

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics.

### Animals (including humans)

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans.

### Evolution & Inheritance

- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

### Light

- recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

### Electricity

- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- use recognised symbols when representing a simple circuit in a diagram.

## Appendix 2

### Redbridge Syllabus for RSHE

Please see separate document containing the Redbridge Syllabus for RSHE

## Appendix 3

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

Please see below a link to a Parent Guide to RSHE Education published by the DfE:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/907638/RSE\\_primary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907638/RSE_primary_schools_guide_for_parents.pdf)

Please see below the link to the full guidance issued by the DfE regarding RSHE in Primary Schools.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

## Appendix 4

### Forms or details relevant to withdrawal from Sex Education

- **What can parents withdraw their child from?**
- Parents will retain the right to withdraw their child from sex education at primary (This does not include what is taught as part of the science curriculum). and secondary school.
- Parents **will not** have the option to withdraw their children from Relationships Education or Health Education.

Those wishing to withdraw from RSHE must first discuss their concerns with the Head Teacher, and then put their request in writing.