Relationships, Health and Sex Education Policy

September 2024

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0. Document Control

The table below contains the changes made between the different final editions of this document set for approval. This is to help provide information to those reviewing and approving the document of the changes being made.

Document Edition	Section	Details of change
Sept 2024	All	First introduction to UST style policy

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1. Definitions

The "Trust" refers to the company known as the University Schools Trust, East London and all Trustees, Governors and Staff who work within it.

A "School" refers to an individual academy within the Trust, as denoted by their Unique Reference Number. As such a 'school' may span one or several phases of education to the individual academies within the Trust. Depending on the context the term "School" may refer to a singular academy or to all of the academies within the Trust but as separate entities.

"Staff" refers to any individual who is employed by the Trust or who operates on the Trust's behalf, e.g. Trustees and Governors.

A "Parent" includes the natural or adoptive parent of a pupil as well as any non-parent / carer who has parental responsibility including being involved in the day-to-day care of a pupil.

A "Pupil" includes any incoming or current pupil at any School within the Trust. It also includes any individual who was previously a pupil at any School within the Trust and who has left within the appropriate timeframe for consideration as necessary, e.g. complaints. The term pupil is used as standard by the UST in its policy documents but can be replaced with the term "student" or "child" with no change of definition.

The "Headteacher" is defined as the individual who has ultimate responsibility for a school in line with UST strategy, approach, ethos and values. Individual schools may have alternative titles for this position such as Executive Headteacher or Principal.

2. Scope of the Policy

Relationships, Health and Sex Education supports the overall healthy development of pupils, including emotional, social and physical development, and supports the safeguarding of pupils.

All content is taught in an age-appropriate way. This policy details the specifics of the content taught at Sir William Burrough School.

In primary school, we use the term 'Relationships and Health Education (RHE)' to refer to these lessons with pupils. This reflects that Relationships Education and Health Education are statutory and compulsory to be taught in primary school.

3. Context

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and

risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019) – Secretary of State Foreword, Pg. 4

4. Policy Aims and Ethos

The main aims of our Relationships, Health and Sex Education policy are:

1. To safeguard pupils effectively; Sir William Burrough Primary School is committed to putting safeguarding at the heart of everything we do and this includes teaching Relationships, Health and Sex Education to pupils.

2. To teach this content as outlined by statutory documents from the Department of Education (DfE) and comply with the relevant provisions of the Equality Act 2010.

3. To ensure pupils are able to keep themselves safe by teaching factually accurate information so they can make informed decisions.

4. To ensure children understand the changes to their body as they grow and develop and are supported to behave in a mature and responsible way as they grow and get older.

5. Links to Legislation and Guidance Documents

This policy should be read alongside the following other policies:

- SBW Relationships and Sex Education Policy (RSE) – Trust School Only
- Personal Development Policy
- Anti-Bullying Policy
- E-Safety Policy
- Child Protection and Safeguarding
- Behaviour Policy

6. Curriculum Content from Summer Term 2021 Onwards

This section of the policy outlines the content which will be taught at Sir William Burrough Primary School from September 2024, as part of our PSHE curriculum (Relationships Education and Health Education, and Sex Education in Year 6), and as part of our Science curriculum. This content is in line with statutory guidance from the DfE, and with recommendations and guidance from London Borough of Tower Hamlets (LBTH).

Relationships Education and Health Education are compulsory and statutory to be taught in the primary school. Sex Education topics are covered in Year 6 as per DfE and LBTH recommendations. Parents have the right to withdraw their child from the Sex Education lessons.

Further details about each of the topics covered can be found in Appendix 1 (LBTH Primary Schools RSE Mapping Document). The content taught within Relationships Education, Health Education and the National Curriculum for Science are statutory as per DfE guidelines.

Relationships Education (Statutory)

- Families and People Who Care For Me
- Caring Relationships
- Respectful Relationships
- Online Relationships
- Being Safe

Health Education (Statutory)

- Mental Wellbeing
- Internet and Safety Harms
- Physical Health and Fitness
- Healthy Eating
- Drugs, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- Changing Adolescent Body

National Curriculum for Science (Statutory)

DfE statutory guidance surrounding Relationships and Health Education (RHE) makes reference to learning that already takes place in Science lessons as part of the National Curriculum:

"The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals".

Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance (2019) – Pg. 23

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

Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance (2019) – Pg. 23

As part of the National Curriculum for Science, pupils are taught to:

Key Stage 1:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2:

- Year 5: describe the changes as humans develop to old age
- Year 6: recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Sex Education (Non-Statutory)

- How a baby is conceived and born
- FGM

In line with DfE recommendations, at Sir William Burrough Primary School these topics will be taught in Year 6 only. Parents have the right to withdraw their child from the Sex Education aspects of the curriculum content.

7. Monitoring, Evaluation and Assessment

Monitoring and Evaluation

The subjects will be monitored and evaluated in school by the Curriculum Leader for PSHE, as well as the wider Senior Leadership Team. It is important these subjects are consistently monitored to ensure confidence levels of teachers are maintained and the delivery and content is consistent across the school.

Assessment

To support the effective teaching of RHE, the school will use teaching resources from a scheme of work which has been recommended by the London Borough of Tower Hamlets Healthy Lives Team and is matched to the DfE Statutory Guidance. This includes resources to support teachers in assessing pupil's prior knowledge, as well as their learning and progress within lessons. The

school will evidence pupil's learning through the use of our PSHE/SMSC floorbooks, and children's individual science books where appropriate.

8. The Right to Withdraw, and Withdrawal Process

There is no parental right to withdraw from Relationships Education, Health Education or the National Curriculum Science lessons as these are a statutory part of the curriculum.

Parents do have the right to withdraw from Sex Education topics, which are non-statutory, such as how a baby is conceived and born and FGM. At Sir William Burrough Primary School we respect this right. In SWB, these topics are taught in Year 6 only.

In line with DfE guidance, parents who wish to exercise their right to withdraw from non- statutory elements will be required to arrange an appointment to discuss their decision with a member of SLT or the Curriculum Lead for PSHE.

9. Equality and Safeguarding

Equality

The school is committed to following the Equality Act 2010 and to tackling sexism, misogyny, homophobia and gender stereotypes.

LGBT

The London Borough of Tower Hamlets (LBTH) recommends teaching about LGBT relationships, in the context of different types of families, in order that children coming from same sex families feel welcomed and included in school, from the very beginning of their school career, in Key Stage 1. It is also important in terms of tackling homophobic behaviour and bullying and demonstrates LBTH's commitment to equalities, as outlined in the Equality Act.

At Sir William Burrough, we are committed to protecting children and families against discrimination, whether knowing or unintentional. This includes discrimination against people's religion, culture or sexuality, to name just a few of the Protected Characteristics in the Equality Act. The Department for Education statutory guidance strongly encourages and enables schools to teach LGBT content, in the context of different types of families.

We are therefore following the LBTH recommendation with regards to LGBT content, in the context of different types of families. With due regard to all relevant evidence we have chosen to place LGBT content, in the context of different types of families, into the statutory part of the curriculum in Key Stage 1 (by the end of Year 2). Children will learn that families sometimes look different from their own, but that all families are characterised by love and care.

Naming of Body Parts

LBTH recommends that children are taught in Key Stage 1 about naming of body parts, including private body parts, as a safeguarding issue. This is so pupils can report abuse if it happens or so that they can accurately report medical symptoms if they are unwell. The more children are able to name the private body parts and to know about appropriate and inappropriate touch, the more they are protected from abuse.

Pupils will also be taught about stable, caring, healthy family life and friendships and how to recognise if or when relationships are making them unhappy or unsafe. Lessons will cover staying safe both online and offline, how to identify risks online, harmful online content and contact and how to report it. Pupils will also learn how to seek help and advice from others.

LBTH also recommends that lessons about puberty begin in Year 4, to prepare children for puberty and menstruation for girls, before it occurs.

At SPWF, we have chosen to place the naming of the private body parts into the statutory part of the (Relationships Education / Science) curriculum in Key Stage 1 (by the end of Year 2), as part of our commitment to safeguarding and supporting children's overall healthy development.

The following words are recommended to be taught in Key Stage 1:

- Penis
- Vulva
- Breast / Nipples
- Anus / Bottom
- Testicles
- Vagina

In Key Stage 1, children will not be taught the reproductive function of any body parts. Children will be taught that these areas are private body parts and how to keep themselves safe.

SEND and Inclusion

The delivery of the content will be made accessible to all pupils, including those with SEND. The Curriculum Leader for PSHE and the SENDCo will support teachers to ensure they are confident teaching the content to all pupils, including those with SEND.

Disclosures

In the event of any safeguarding disclosures or concerns, staff should follow the school's agreed safeguarding procedures.

10. Teaching and Resources

Resources

Sir William Burrough Primary School is committed to using scientific diagrams, rather than pictures during RHE lessons. Each lesson is carefully structured and delivered in an age appropriate manner. Where appropriate and possible, the Curriculum Lead for PSHE will organise for some specific content to be taught as single-sex lessons.

To support the effective teaching of RHE, the school will use teaching resources from a scheme of work which has been recommended by the London Borough of Tower Hamlets Healthy Lives Team and is matched to the DfE Statutory Guidance. The curriculum leader for PSHE will ensure teachers are able to use the scheme effectively, and that any content that is not relevant or appropriate to the specifics laid out in this policy are adapted/omitted as necessary.

Our school is also committed to holding information meetings to show parents the resources and lesson content before the commencement of RHE lessons where possible. In exceptional circumstances where this is not possible, the school will endeavour to communicate as effectively as possible with parents regarding the resources and lesson content.

Children's Questions

Teachers will ensure any of the children's questions that are answered in the classroom are age- appropriate and relate to the curriculum content being taught in the lesson, for example through the use of anonymous question boxes. Teachers will not answer questions that are not age-appropriate and/or do not relate to the statutory curriculum content as set out in this policy.

11. Consultation, Partnerships and Responsibilities

In developing the statutory guidance, the DfE carried out a public 'call for evidence' which received 23,000 responses from parents, young people, schools and experts in relevant fields; this was followed by a public consultation, which received over 40,000 responses. The DfE carried out national consultation including a range of faith, community and social organisations. The guidance published by the DfE is statutory and therefore as a school we have a legal obligation to teach the curriculum content required.
The LBTH Healthy Lives Team have also worked with local parent, community and faith groups to ensure they have engaged with the requirements of the RHE curriculum.

Parents, Carers and Families

At Sir William Burrough Primary School, we are committed to maintaining our strong partnerships with parents, carers and families.

As part of our partnerships with parents, we will hold parent information sessions regarding the specific RHE curriculum content, including resources used to deliver lessons, in each year group. Within these information sessions, we welcome parents asking questions to clarify their understanding of our RHE provision and how the lessons are delivered.

Our RHE policy will be made available on the school website, as per DfE guidance, and a copy can be made available to anyone who requests one.

Governors

Governors, in conjunction with the Headteacher and SLT, ultimately make the decision about which resources are used to teach RHE and how RHE is taught within the school, through their reviewing and approval of our school's RHE policy. The Governing Board will approve this policy and hold the Headteacher, Senior Leaders and Curriculum Leaders to account for its implementation.

The DfE guidance (2019) provides further clarification as to the role of Governors:
"In addition to fulfilling their legal obligations, the governing boards or management committee should make sure that the subjects are timetabled, accessible to all pupils, including pupils with SEND (preparing for adulthood outcomes). Governors will oversee that subjects are well-led, staffed and lessons are resourced, so that the schools can fulfil its legal obligations. Also ensuring that pupils make progress and the curriculum has regular and effective self-evaluation built in.
Governors will also ensure that clear information is passed onto parents about subject content, as well as informing parents about the right to request that their child is withdrawn from the non-statutory content. "

Headteacher

The Headteacher is responsible for ensuring that RHE is taught consistently across the school, in line with this policy.

Curriculum Lead for PSHE and Deputy Headteacher for Curriculum
The Curriculum Lead for PSHE and the Deputy Headteacher for Curriculum are responsible for supporting the Headteacher in ensuring staff understand this policy and are able to implement is consistently throughout the school. They will provide resources and training to staff, and be available to offer further support for teachers regarding teaching and learning. The Curriculum

Lead for PSHE and Assistant Headteacher for Curriculum will lead on managing requests from parents to withdraw children from Sex Education lessons, with support from the Headteacher.

Staff

The school holds staff meetings and training on RHE to ensure that all staff feel confident to deliver this content, and have the opportunity to ask questions relevant to our RHE policy and provision. CPD for teachers is organised and led by a range of professionals, including LBTH Healthy Lives Team, Senior Leaders from within the school, and the Curriculum Lead for PSHE. The Curriculum Lead offers support and guidance to teachers surrounding planning, teaching and assessing RHE and ensures the quality of lessons is monitored. Staff are responsible for ensuring they have read and understood the RHE policy, and deliver RHE lessons in a sensitive and professional manner that supports this policy and uses the resources provided to them by the Curriculum Lead for PSHE. Staff should seek support from the Curriculum Leader for PSHE or the Inclusion Manager if they need support in responding to the needs of individual pupils within these lessons. Staff who have concerns about teaching RHE lessons will be encouraged to discuss this with the Curriculum Lead for PSHE, or the Headteacher. Staff will have the opportunity to give feedback related to RHE, including feedback on training, support and lesson delivery in the classroom. This evaluation will be used by the Curriculum Lead for PSHE to inform and identify training needs and ways in which RHE provision can be enhanced further.

Pupils

Pupils will be enabled to engage positively in RHE lessons through teacher's use of 'Ground Rules' at the beginning of lessons. These include no personal comments, stories or questions; using anonymous question boxes where possible; using scientific language where possible; and treating all other members of the school community respectfully.

12. Approval Signature

Signature of (enter position e.g. Chair) _____

Print name **ROSS TRANTER**

Date _____

13. Appendix 1 – LBTH Primary Schools RSE Mapping

LBTH Primary Schools RSE Mapping

Relationships, Health, Sex Education and Science – Tower Hamlets

Relationships Education - *Statutory*	**Sex Education – *Non statutory*** ***At SWB, the following content is taught in Year 6 only.***	**Science - *Statutory***	**Physical Health and Mental Wellbeing (Health Education) - *Statutory***
By the end of primary school Pupils should know: **Families and people who care for me** • that families are important for children growing up **because they can give love, security and stability**. • 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. that others' families, either in	• sexual reproduction in humans • reproductive cycle in humans • conception • FGM	**Key Stage 1:** • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • notice that animals, including humans, have offspring which grow into adults • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene **Key Stage 2**: **Year 5**	**By the end of primary school Pupils should know:** **Mental Wellbeing** • that mental wellbeing is a **normal part of daily life**, in the same way as physical health. • that there is a **normal range of emotions** (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations

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 • 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. • that marriage* represents a formal and **legally recognised commitment of two people** to each other which is intended to be lifelong. • how to recognise if family relationships are **making them feel unhappy or unsafe**, and how to seek help or advice from others if needed. *Marriage in England and Wales is available to both opposite and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or		• describe the changes as humans develop to old age **Year 6** • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents **From the DfE guidance:** **Puberty** *"The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age* *including puberty) and reproduction in some plants and*	• how to **recognise and talk about their emotions**, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are **feeling** and how they are behaving is **appropriate and proportionate**. • the **benefits of physical exercise**, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • **simple self-care techniques**, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • **isolation and loneliness** can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that **bullying** (including cyberbullying) has a **negative** and often lasting

religious. **Caring friendships** • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • 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.		*animals".* *"106. At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty"*	impact on mental wellbeing. • **where and how to seek support** (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • **it is common for people to experience mental ill health.** For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. **Internet safety and harms** • that for most people the internet is an integral part of life and has **many benefits**. • about the benefits of rationing time spent online, the **risks** of **excessive** time spent on electronic devices and the **impact of positive and**

• 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. **Respectful relationships** **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. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own			**negative content online** on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and **display respectful behaviour online** and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, **are age restricted**. that the internet can also be a **negative place** where online **abuse**, **trolling**, **bullying** and **harassment** can take place, which can have a negative impact on mental health. • how to be a **discerning consumer of information online** including understanding that information, including that from search engines, is ranked, selected and targeted. • **where and how to report**

happiness. • 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 • 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. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults. **Online relationships** • that people sometimes behave differently online, including by pretending to be someone they are not. • that the **same principles apply to online relationships as to face-to-face**			**concerns** and get support with issues online. **Physical health and fitness** • the characteristics and **mental and physical benefits** of an active lifestyle. • the importance of **building regular exercise into daily and weekly routines** and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the **risks associated with an inactive lifestyle** (including obesity). • **how and when to seek suppor**t including which adults to speak to in school if they are worried about their health. **Healthy eating** • what constitutes a **healthy diet** (including

relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for **keeping safe online,** how to recognise risks, harmful content and contact, and how to report them. • how to **critically consider** their online friendships and sources of information including awareness of the risks associated with people they have never met. • how **information and data is shared** and used online. **Being safe** • what sorts of **boundaries** are appropriate in friendships with peers and others (including in a digital context). • 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.** • that **each person's body belongs to them**, and the			understanding calories and other nutritional content). • the principles of **planning and preparing a range of healthy meals.** • the characteristics of a **poor diet** and **risks** associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). **By the end of primary school Pupils should know:** **Drugs, alcohol and tobacco** • the facts **about legal and illegal harmful** substances and associated risks, including **smoking**, **alcohol use and drug-taking**. **Health and prevention** how to recognise **early signs of physical illness**, such as weight loss,

differences between **appropriate and inappropriate or unsafe physical, and other, contact**. • how to respond **safely and appropriately to adults** they may encounter (in all contexts, including online) whom they do not know. • **how to recognise and report feelings of being unsafe** or feeling bad about any adult. • how to **ask for advice** or help for themselves or others, and to keep trying until they are heard. • how to **report concerns** or abuse, and the vocabulary and confidence needed to do so. • **where to get advice** e.g. family, school and/or other sources.			or unexplained changes to the body. • about **safe and unsafe exposure to the sun**, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient **good quality sleep** for good health and that a lack of sleep can affect weight, mood and ability to learn. • about **dental health** and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about **personal hygiene and germs** including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to **allergies, immunisation and vaccination**. **Basic first aid**

			• how to make a clear and **efficient call to emergency services** if necessary. • concepts of basic **first-aid,** for example dealing with common injuries, including head injuries. **Changing adolescent body** • key facts about **puberty and the changing adolescent body**, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.
From the DfE guidance: **Lesbian, Gay, Bisexual and Transgender (LGBT)** *"In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant*			

provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics".			