

# **Keir Hardie Primary School**



## **Relationships and Health Education Policy**

<b>Reviewed:</b>	<b>Spring 2021</b>
<b>Date of Next Review:</b>	<b>Autumn 20</b>

## **VISION**

The Relationships and Health Education (RHE) curriculum is a planned programme of learning through which ALL children acquire the knowledge, understanding, skills they need to manage their lives. As part of a whole school approach, RHE, develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. The content of this programme is taught within our broader, comprehensive PSHE curriculum.

At Keir Hardie, we want our curriculum to ensure that our children:

- Grow up healthy, happy, safe and able to manage the challenges and opportunities that they may encounter.
- Build positive and safe relationships, including family, friends and online.
- Know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.
- Make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and seek support as early as possible when issues arise.

## **INTENT**

It is the intention of Keir Hardie Primary School to teach high quality, age appropriate, pupil-sensitive, evidence-based RHE, that demonstrates a respect for the law and all communities that call Newham home. It is expected that RHE at Keir Hardie 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 RHE is such an important part of the curriculum.

## **IMPLEMENTATION**

By law primary schools are required to teach relationships and health education, alongside national curriculum science and within the context of safeguarding. Here at Keir Hardie 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 RHE 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.***

### **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***

### **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.

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

See appendix 2 (Relationships and Health Education overview)

## **Safeguarding**

Safeguarding is an important aspect of all of the lessons taught as part of RHE in our school. Our safeguarding policy will be applied to and supported by all aspects of RHE and any disclosures or issues arising as part of RHE, 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 and Keir Hardie Primary School have decided, 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 6 following on from the national science curriculum, which teaches about sexual reproduction in mammals in year 5. Sex education at Keir Hardie 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.**

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

Parents/carers have a right to withdraw their children from non-statutory RHE, i.e. 'how a human baby is conceived and is born', following a meeting with a member of the Senior Leadership Team (SLT) to discuss their concerns. The school will document this process.

## **PLANNING**

Teachers follow the PSHE programme of study in teaching RHE, where the themes of 'Relationships' and 'Health and Wellbeing' are covered. The lesson plans are adapted and differentiated to be age appropriate and suit the needs of each individual class.

See appendix 2 (Relationships and Health Education Overview)

## **IMPACT/ ASSESSMENT**

To ensure that the teaching and learning in RHE in our school is of the highest standard, it will be monitored by our RHE curriculum leader Yasmin Begum, Phase Leaders and SLT.

We use assessment to inform and develop our teaching:

- Topics begin with an initial assessment of what children already know through discussions, questioning, knowledge harvests and baseline assessments which are used to determine the levels at which children are working and to inform future planning. This is updated with new learning and serves as both a formative and summative assessment tool.

- We use AFL strategies such as questioning, paired talk, group work, peer and self-assessment, baseline assessments and mini plenaries to support assessment and enhance the learning experience.
- We use feedback on each piece of work, highlighting what is good, and how it could be further improved. This is done through using the four strands of marking identified in our teaching, learning and feedback policy.
- Pupils should receive immediate feedback and guidance during the lesson as much as possible, to address any misconceptions and to challenge pupils' learning.
- At the end of each term, class teachers use the assessment grids to assess pupils' knowledge and understanding of the topics taught. Moderation of books, planning and lessons are done by the Humanities team and is used to ensure that teachers' assessments are accurate and precise.
- Target Tracker is then used to track progress and attainment for all pupils
- Learning will be evidenced by work in children's book

## **REPORTING**

Parents are informed of the progress their child has made in the annual report to parents. During two parents' evenings throughout the year, parents do have the opportunity to look at their child's book and discuss any concerns or achievements with the class teacher.

The RHE lead, reports to governors in the annual governors report which is to be completed in the summer term.

## **MONITORING AND EVALUATION**

Monitoring of the standards of children's work and of the quality of teaching in RHE is the responsibility of the RHE lead and the humanities team with support from the Senior Leadership Team. The work involves supporting colleagues in the planning and teaching of RHE, being informed about current developments in the subject through affiliation to professional bodies such as the DFE and the Newham RSHE Partnership, and in providing a strategic lead and direction for the subject in the school. The headteacher allocates leadership time to the RHE lead so that they can support planning, model/team teach, review and moderate samples of children's work, conduct pupil interviews and undertake lesson observations of RHE learning and teaching across the school.

## **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 RHE 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 a safe, inclusive and caring place for all, upholding the core values and ethos of the school.

## **Additional needs**

RHE is taught within the guidelines of the school's equal-opportunities policy. We ensure that all our pupils at Keir Hardie Primary are valued, respected and challenged and have the opportunity to develop their knowledge, understanding, skills they need to manage their lives. More able learners or pupils working at greater depth level, can be stretched through

differentiated group work including extra challenges. In whole class activities, high level and directed questioning towards the more able can be used to maintain their involvement.

For our special education needs (SEND) pupils, individual educational plans are used to inform planning and where necessary one-to-one support is provided. Low level and directed questioning towards the less able can be used to maintain their involvement.

## **HEALTH AND SAFETY**

Teachers must ensure that the learning environment for RHE provides safe working practices and is in accordance with the school's Healthy and Safety Policy. Preliminary visits and Risk Assessments should be completed at least two weeks prior to all Educational visits and CRB checks should be obtained for any visitors.

## **Appendix 1**

### **Information about how and why RHE will be taught at Keir Hardie Primary School.**

#### **Why are we teaching RHE?**

- 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 in and to work hard throughout all curriculum areas to give our pupils the skills and knowledge they need to do that. RHE teaching is an important part of equipping our pupils for life in 21<sup>st</sup> century Britain, enabling them to embrace diversity, make the most of technology; understand the importance of, and develop the skills which lead to them being able to sustain healthy and strong relationships.
- Relationships and health education is a statutory requirement for all primary schools in England. The government, Ofsted and local advisors recommend that sex education (how a baby is conceived and born) is also taught in primary school.
- At Keir Hardie Primary School 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.

The teaching of RHE at Keir Hardie 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 RHE in Keir Hardie Primary School is delivered within and influenced by all relating school policies
  - Behaviour policy
  - Anti-Bullying policy
  - Equality policy or statement
  - Safeguarding policy
  - PSHE policy
  - Wellbeing policy

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

- Puberty and menstruation and human reproduction (non-statutory) and birth are seen as sensitive topics to teach and therefore we will put in special measures to make sure that pupils feel at ease when talking about these topics.
- Single sex classes for some lessons/ all 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
- Same sex teachers for single sex groups

#### **When will RHE will be taught?**

- RHE will be taught all year round as part of class time
- Human reproduction will be taught at the end of year six before the children go to secondary schools.

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

- Keir Hardie Primary School work with parents/carers and want to communicate what is going on in RHE.
- As part of the 'meet and greet' in September, teachers will share with parents the age appropriate PSHE overview for the academic year. This will include the topics covered under the themes of 'Relationships' and 'Health and Wellbeing'
- A meeting will be held in the summer term before the 'Growing and Changing' unit is taught, 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.
- In year six, when 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. 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 or nurse rather than second-hand in the playground. However, 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 RHE?**

- The curriculum will be covered by class teachers and supported by support staff and a trained nurse wherever possible.

#### **What training will staff be given?**

- RHE lead has attended the borough wide training
- Ongoing training will keep all staff at Keir Hardie updated with new information

#### **What materials will be used to deliver RHE?**

- In Keir Hardie Primary School we have chosen to use a variety of materials to deliver RHE, from whichever source we think is best suited to our pupils. We do however use the PSHE association, Medway Public Health Directorate, Yasmine and Tom and 1Decision for much of our teaching of the curriculum
- It is the aim of Keir Hardie Primary School to provide all our pupils with high quality, pupils sensitive, evidence based and age and developmentally appropriate RHE that is sensitive to our pupils background and needs. If there are any questions about what we teach and why then please contact Mrs Begum.

## Appendix 2

### Relationships and Health Education Overview

YEAR 1 — RELATIONSHIPS AND HEALTH EDUCATION OVERVIEW		
Term	Topic	In this unit of work, students learn...
Autumn — Relationships	<b>Families and friendships</b> Roles of different people; families; feeling cared for	<ul style="list-style-type: none"><li>● about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers</li><li>● the role these different people play in children’s lives and how they care for them</li><li>● what it means to be a family and how families are different</li><li>● about the importance of telling someone — and how to tell them — if they are worried about something in their family</li></ul>
	<b>Safe relationships</b> Recognising privacy; staying safe; seeking permission	<ul style="list-style-type: none"><li>● about situations when someone’s body or feelings might be hurt and whom to go to for help</li><li>● about what it means to keep something private, including parts of the body that are private</li><li>● to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)</li><li>● how to respond if being touched makes them feel uncomfortable or unsafe</li><li>● when it is important to ask for permission to touch others</li><li>● how to ask for and give/not give permission</li></ul>

	<p><b>Respecting ourselves and others</b></p> <p>How behaviour affects others; being polite and respectful</p>	<ul style="list-style-type: none"> <li>● what kind and unkind behaviour mean in and out of school</li> <li>● how kind and unkind behaviour can make people feel</li> <li>● about what respect means</li> <li>● about class rules, being polite to others, sharing and taking turns</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Health and wellbeing</p>	<p><b>Physical health and Mental wellbeing</b></p> <p>Keeping healthy; food and exercise; hygiene routines; sun safety</p>	<ul style="list-style-type: none"> <li>● what it means to be healthy and why it is important</li> <li>● ways to take care of themselves on a daily basis</li> <li>● about basic hygiene routines, e.g. hand washing about healthy and unhealthy foods, including sugar intake</li> <li>● about physical activity and how it keeps people healthy</li> <li>● about different types of play, including balancing indoor, outdoor and screen-based play</li> <li>● about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors</li> <li>● how to keep safe in the sun</li> </ul>
	<p><b>Growing and changing</b></p> <p>Recognising what makes them unique and special; feelings; managing when things go wrong</p>	<ul style="list-style-type: none"> <li>● to recognise what makes them special and unique including their likes, dislikes and what they are good at</li> <li>● how to manage and whom to tell when finding things difficult, or when things go wrong</li> <li>● how they are the same and different to others</li> <li>● about different kinds of feelings</li> <li>● how to recognise feelings in themselves and others</li> <li>● how feelings can affect how people behave</li> </ul>

<p><b>Keeping safe</b></p> <p>How rules and age restrictions help us; keeping safe online</p>	<ul style="list-style-type: none"> <li>● how rules can help to keep us safe</li> <li>● why some things have age restrictions, e.g. TV and film, games, toys or play areas</li> <li>● basic rules for keeping safe online</li> <li>● whom to tell if they see something online that makes them feel unhappy, worried, or scared</li> </ul>
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## YEAR 2 — RELATIONSHIPS AND HEALTH EDUCATION OVERVIEW

Term	Topic	In this unit of work, students learn...
	<p><b>Families and friendships</b></p> <p>Making friends; feeling lonely and getting help</p>	<ul style="list-style-type: none"> <li>● how to be a good friend, e.g. kindness, listening, honesty</li> <li>● about different ways that people meet and make friends</li> <li>● strategies for positive play with friends, e.g. joining in, including others, etc.</li> <li>● about what causes arguments between friends</li> <li>● how to positively resolve arguments between friends</li> <li>● how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else</li> </ul>

<b>Autumn</b> — Relationships	<b>Safe relationships</b> Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	<ul style="list-style-type: none"> <li>● how to recognise hurtful behaviour, including online</li> <li>● what to do and whom to tell if they see or experience hurtful behaviour, including online</li> <li>● about what bullying is and different types of bullying</li> <li>● how someone may feel if they are being bullied</li> <li>● about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help</li> <li>● how to resist pressure to do something that feels uncomfortable or unsafe</li> <li>● how to ask for help if they feel unsafe or worried and what vocabulary to use</li> </ul>
	<b>Respecting ourselves and others</b> Recognising things in common and differences; playing and working cooperatively; sharing opinions	<ul style="list-style-type: none"> <li>● about the things they have in common with their friends, classmates, and other people</li> <li>● how friends can have both similarities and differences</li> <li>● how to play and work cooperatively in different groups and situations</li> <li>● how to share their ideas and listen to others, take part in discussions, and give reasons for their views</li> </ul>
	<b>Physical health and Mental wellbeing</b> Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	<ul style="list-style-type: none"> <li>● about routines and habits for maintaining good physical and mental health</li> <li>● why sleep and rest are important for growing and keeping healthy</li> <li>● that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies</li> <li>● the importance of, and routines for, brushing teeth and visiting the dentist</li> <li>● about food and drink that affect dental health</li> <li>● how to describe and share a range of feelings</li> <li>● ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others</li> <li>● how to manage big feelings including those associated with change, loss and bereavement</li> </ul>

<b>Summer— Health and wellbeing</b>		<ul style="list-style-type: none"> <li>● when and how to ask for help, and how to help others, with their feelings</li> </ul>
	<p><b>Growing and changing</b> Growing older; naming body parts; moving class or year</p>	<ul style="list-style-type: none"> <li>● about the human life cycle and how people grow from young to old</li> <li>● how our needs and bodies change as we grow up</li> <li>● to identify and name the main parts of the body including external genitalia (genitalia, vulva, penis)</li> <li>● about change as people grow up, including new opportunities and responsibilities</li> <li>● preparing to move to a new class and setting goals for next year</li> </ul>
	<p><b>Keeping safe</b> Safety in different environments; risk and safety at home; emergencies</p>	<ul style="list-style-type: none"> <li>● how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines</li> <li>● how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and ‘out and about’</li> <li>● to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger</li> <li>● how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products</li> <li>● about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel how to respond if there is an accident and someone is hurt</li> <li>● about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say</li> </ul>

## YEAR 3 — RELATIONSHIPS AND HEALTH EDUCATION OVERVIEW

Term	Topic	In this unit of work, students learn...
Relationships — Autumn	<b>Families and friendships</b>  What makes a family; features of family life	<ul style="list-style-type: none"> <li>● to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents</li> <li>● that being part of a family provides support, stability and love</li> <li>● about the positive aspects of being part of a family, such as spending time together and caring for each other</li> <li>● about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty</li> <li>● to identify if/when something in a family might make someone upset or worried</li> <li>● what to do and whom to tell if family relationships are making them feel unhappy or unsafe</li> </ul>
	<b>Safe relationships</b>  Personal boundaries; safely responding to others; the impact of hurtful behaviour	<ul style="list-style-type: none"> <li>● What is appropriate to share with friends, classmates, family and wider social groups including online</li> <li>● about what privacy and personal boundaries are, including online</li> <li>● basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision</li> <li>● that bullying and hurtful behaviour is unacceptable in any situation</li> <li>● about the effects and consequences of bullying for the people involved</li> <li>● about bullying online, and the similarities and differences to face-to-face bullying</li> <li>● what to do and whom to tell if they see or experience bullying or hurtful behaviour</li> </ul>

	<p><b>Respecting ourselves and others</b></p> <p>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</p>	<ul style="list-style-type: none"> <li>● to recognise respectful behaviours e.g. helping or including others, being responsible</li> <li>● how to model respectful behaviour in different situations e.g. at home, at school, online</li> <li>● the importance of self-respect and their right to be treated respectfully by others</li> <li>● what it means to treat others, and be treated, politely</li> <li>● the ways in which people show respect and courtesy in different cultures and in wider society</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Summer</b> — Health and wellbeing</p>	<p><b>Physical health and Mental wellbeing</b></p> <p>Health choices and habits; what affects feelings; expressing feelings</p>	<ul style="list-style-type: none"> <li>● about the choices that people make in daily life that could affect their health</li> <li>● to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)</li> <li>● what can help people to make healthy choices and what might negatively influence them</li> <li>● about habits and that sometimes they can be maintained, changed or stopped</li> <li>● the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle</li> <li>● what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally</li> <li>● that regular exercise such as walking or cycling has positive benefits for their mental and physical health</li> <li>● about the things that affect feelings both positively and negatively strategies</li> <li>● to identify and talk about their feelings</li> <li>● about some of the different ways people express feelings e.g. words, actions, body language</li> <li>● to recognise how feelings can change overtime and become more or less powerful</li> </ul>
	<p><b>Growing and changing</b></p> <p>Personal strengths and achievements; managing and reframing setbacks; naming body parts</p>	<ul style="list-style-type: none"> <li>● that everyone is an individual and has unique and valuable contributions to make</li> <li>● to recognise how strengths and interests form part of a person's identity</li> <li>● how to identify their own personal strengths and interests and what they're proud of (in school, out of school)</li> <li>● to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues</li> <li>● basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again</li> </ul>

		<ul style="list-style-type: none"> <li>● know the difference between males and females and name the main parts of the body including external genitalia (genitalia, vulva, penis)</li> </ul>
	<p><b>Keeping safe</b></p> <p>Risks and hazards; safety in the local environment and unfamiliar places</p>	<ul style="list-style-type: none"> <li>● how to identify typical hazards at home and in school</li> <li>● how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen</li> <li>● about fire safety at home including the need for smoke alarms</li> <li>● the importance of following safety rules from parents and other adults</li> <li>● how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety</li> </ul>

## YEAR 4 — RELATIONSHIPS AND HEALTH EDUCATION OVERVIEW

Term	Topic	In this unit of work, students learn...
	<p><b>Families and friendships</b></p> <p>Positive friendships, including online</p>	<ul style="list-style-type: none"> <li>● about the features of positive healthy friendships such as mutual respect, trust and sharing interests</li> <li>● strategies to build positive friendships</li> <li>● how to seek support with relationships if they feel lonely or excluded</li> <li>● how to communicate respectfully with friends when using digital devices</li> <li>● how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know</li> <li>● what to do or whom to tell if they are worried about any contact online</li> </ul>

<b>Autumn</b> — Relationships	<b>Safe relationships</b> Responding to hurtful behaviour; managing confidentiality; recognising risks online	<ul style="list-style-type: none"> <li>● to differentiate between playful teasing, hurtful behaviour and bullying, including online</li> <li>● how to respond if they witness or experience hurtful behaviour or bullying, including online</li> <li>● recognise the difference between ‘playful dares’ and dares which put someone under pressure, at risk, or make them feel uncomfortable</li> <li>● how to manage pressures associated with dares</li> <li>● when it is right to keep or break a confidence or share a secret</li> <li>● how to recognise risks online such as harmful content or contact</li> <li>● how people may behave differently online including pretending to be someone they are not</li> <li>● how to report concerns and seek help if worried or uncomfortable about someone’s behaviour, including online</li> </ul>
	<b>Respecting ourselves and others</b> Respecting differences and similarities; discussing difference sensitively	<ul style="list-style-type: none"> <li>● to recognise differences between people such as gender, race, faith</li> <li>● to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations</li> <li>● about the importance of respecting the differences and similarities between people</li> <li>● a vocabulary to sensitively discuss difference and include everyone</li> </ul>

<b>Summer</b> — Health and wellbeing	<p><b>Physical health and Mental wellbeing</b></p> <p>Maintaining a balanced lifestyle; oral hygiene and dental care</p>	<ul style="list-style-type: none"> <li>● to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally</li> <li>● what good physical health means and how to recognise early signs of physical illness</li> <li>● that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary</li> <li>● how to maintain oral hygiene and dental health, including how to brush and floss correctly</li> <li>● the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health</li> </ul>
	<p><b>Growing and changing</b></p> <p>Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</p>	<ul style="list-style-type: none"> <li>● how to identify external genitalia and reproductive organs</li> <li>● about the physical and emotional changes during puberty</li> <li>● key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams</li> <li>● strategies to manage the changes during puberty including menstruation</li> <li>● the importance of personal hygiene routines during puberty including washing regularly and using deodorant</li> <li>● how to discuss the challenges of puberty with a trusted adult</li> <li>● how to get information, help and advice about puberty</li> </ul>
	<p><b>Keeping safe</b></p> <p>Medicines and household products; drugs common to everyday life</p>	<ul style="list-style-type: none"> <li>● the importance of taking medicines correctly and using household products safely</li> <li>● to recognise what is meant by a ‘drug’</li> <li>● that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing</li> <li>● to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects</li> <li>● to identify some of the risks associated with drugs common to everyday life</li> <li>● that for some people using drugs can become a habit which is difficult to break</li> <li>● how to ask for help or advice</li> </ul>

## YEAR 5 — RELATIONSHIPS AND HEALTH EDUCATION OVERVIEW

Term	Topic	In this unit of work, students learn...
Autumn — Relationships	<b>Families and friendships</b> Managing friendships and peer influence	<ul style="list-style-type: none"><li>● what makes a healthy friendship and how they make people feel included</li><li>● strategies to help someone feel included</li><li>● about peer influence and how it can make people feel or behave</li><li>● the impact of the need for peer approval in different situations, including online</li><li>● strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</li><li>● that it is common for friendships to experience challenges</li><li>● strategies to positively resolve disputes and reconcile differences in friendships</li><li>● that friendships can change over time and the benefits of having new and different types of friends</li><li>● how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable</li><li>● when and how to seek support in relation to friendships</li></ul>

<p><b>Safe relationships</b></p> <p>Physical contact and feeling safe</p>	<ul style="list-style-type: none"> <li>● to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations</li> <li>● how to ask for, give and not give permission for physical contact</li> <li>● how it feels in a person's mind and body when they are uncomfortable</li> <li>● that it is never someone's fault if they have experienced unacceptable contact</li> <li>● how to respond to unwanted or unacceptable physical contact</li> <li>● that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about</li> <li>● whom to tell if they are concerned about unwanted physical contact</li> </ul>
<p><b>Respecting ourselves and others</b></p> <p>Responding respectfully to a wide range of people; recognising prejudice and discrimination</p>	<ul style="list-style-type: none"> <li>● to recognise that everyone should be treated equally</li> <li>● why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</li> <li>● what discrimination means and different types of discrimination e.g. racism, sexism, homophobia</li> <li>● to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment</li> </ul>
<p><b>Physical health and Mental wellbeing</b></p> <p>Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</p>	<ul style="list-style-type: none"> <li>● how sleep contributes to a healthy lifestyle</li> <li>● healthy sleep strategies and how to maintain them</li> <li>● about the benefits of being outdoors and in the sun for physical and mental health</li> <li>● how to manage risk in relation to sun exposure, including skin damage and heat stroke</li> </ul>

<b>Summer</b> — Health and wellbeing		<ul style="list-style-type: none"> <li>● how medicines can contribute to health and how allergies can be managed</li> <li>● that some diseases can be prevented by vaccinations and immunisations</li> <li>● that bacteria and viruses can affect health</li> <li>● how they can prevent the spread of bacteria and viruses with everyday hygiene routines</li> <li>● to recognise the shared responsibility of keeping a clean environment</li> </ul>
	<b>Growing and changing</b> Personal identity; recognising individuality and different qualities; mental wellbeing; physical and mental changes in puberty	<ul style="list-style-type: none"> <li>● about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes</li> <li>● that for some people their gender identity does not correspond with their biological sex</li> <li>● how to recognise, respect and express their individuality and personal qualities</li> <li>● ways to boost their mood and improve emotional wellbeing</li> <li>● about the link between participating in interests, hobbies and community groups and mental wellbeing</li> <li>● to understand male and female puberty changes in more detail</li> </ul>
	<b>Keeping safe</b> Keeping safe in different situations, including responding in emergencies, first aid and FGM	<ul style="list-style-type: none"> <li>● to identify when situations are becoming risky, unsafe or an emergency</li> <li>● to identify occasions where they can help take responsibility for their own safety to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour</li> <li>● how to deal with common injuries using basic first aid techniques</li> <li>● how to respond in an emergency, including when and how to contact different emergency services</li> <li>● that female genital mutilation (FGM) is against British law</li> <li>● what to do and whom to tell if they think they or someone they know might be at risk of FGM</li> </ul>

## YEAR 6 — RELATIONSHIPS AND HEALTH EDUCATION OVERVIEW

Autumn	Relationships	<p><b>Families and friendships</b></p> <p>Attraction to others; romantic relationships; civil partnership and marriage</p> <ul style="list-style-type: none"> <li>• what it means to be attracted to someone and different kinds of loving relationships</li> <li>• that people who love each other can be of any gender, ethnicity or faith</li> <li>• about the qualities of healthy relationships that help individuals flourish</li> <li>• ways in which couples show their love and commitment to one another, including those who are not married or who live apart</li> <li>• what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults</li> <li>• that people have the right to choose whom they marry or whether to get married</li> <li>• that to force anyone into marriage is illegal</li> <li>• how and where to report forced marriage or ask for help if they are worried</li> </ul>
		<p><b>Safe relationships</b></p> <p>Recognising and managing pressure; consent in different situations</p> <ul style="list-style-type: none"> <li>• to compare the features of a healthy and unhealthy friendship</li> <li>• about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong</li> <li>• strategies to respond to pressure from friends including online</li> <li>• how to assess the risk of different online 'challenges' and 'dares'</li> <li>• how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable</li> <li>• how to get advice and report concerns about personal safety, including online</li> <li>• what consent means and how to seek and give/not give permission in different situations</li> </ul>

**Respecting ourselves and others**

Expressing opinions and respecting other points of view, including discussing topical issues

- about the link between values and behaviour and how to be a positive role model
- how to discuss issues respectfully
- how to listen to and respect other points of view
- how to constructively challenge points of view they disagree with
- ways to participate effectively in discussions online and manage conflict or disagreements

**Physical health and Mental wellbeing**

What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online

- that mental health is just as important as physical health and that both need looking after
- to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support
- how negative experiences such as being bullied or feeling lonely can affect mental wellbeing
- positive strategies for managing feelings
- that there are situations when someone may experience mixed or conflicting feelings
- how feelings can often be helpful, whilst recognising that they sometimes need to be overcome
- to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available
- identify where they and others can ask for help and support with mental wellbeing in and outside school
- the importance of asking for support from a trusted adult
- about the changes that may occur in life including death, and how these can cause conflicting feelings
- that changes can mean people experience feelings of loss or grief about the process of grieving and how grief can be expressed
- about strategies that can help someone cope with the feelings associated with change or loss
- to identify how to ask for help and support with loss, grief or other aspects of change
- how balancing time online with other activities helps to maintain their health and wellbeing
- strategies to manage time spent online and foster positive habits e.g. switching phone off at night
- what to do and whom to tell if they are frightened or worried about something they have seen online

	<p><b>Growing and changing</b></p> <p>Human reproduction and birth; increasing independence; managing transitions</p>	<ul style="list-style-type: none"> <li>● to recognise some of the changes as they grow up e.g. increasing independence about what being more independent might be like, including how it may feel about the transition to secondary school and how this may affect their feelings about how relationships may change as they grow up or move to secondary school</li> <li>● practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school</li> <li>● identify the links between love, committed relationships and conception what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults</li> <li>● how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb</li> <li>● that pregnancy can be prevented with contraception</li> <li>● about the responsibilities of being a parent or carer and how having a baby changes someone's life</li> </ul>
	<p><b>Keeping safe</b></p> <p>Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media</p>	<ul style="list-style-type: none"> <li>● how to protect personal information online</li> <li>● to identify potential risks of personal information being misused</li> <li>● strategies for dealing with requests for personal information or images of themselves</li> <li>● to identify types of images that are appropriate to share with others and those which might not be appropriate</li> <li>● that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be</li> <li>● what to do if they take, share or come across an image which may upset, hurt or embarrass them or others</li> <li>● how to report the misuse of personal information or sharing of upsetting content/ images online <ul style="list-style-type: none"> <li>● about the different age rating systems for social media, T.V, films, games and online gaming</li> </ul> </li> <li>● why age restrictions are important and how they help people make safe decisions about what to watch, use or play</li> <li>● about the risks and effects of different drugs</li> <li>● about the laws relating to drugs common to everyday life and illegal drugs</li> <li>● to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs</li> <li>● about the organisations where people can get help and support concerning drug use</li> <li>● how to ask for help if they have concerns about drug use</li> <li>● about mixed messages in the media relating to drug use and how they might influence opinions and decisions</li> </ul>

### Appendix 3

#### Newham borough wide consultation took place concerning the implementation of the 2020 RSHE guidance

Pupils	Parents/ carers	Community groups	Faith groups	Local councillors	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	Year 1 - 4.3.20	Mrs Y Begum Mrs Wilson Ms Otieno	Mr Wilson
	Year 2 - 10.3.20	Mrs Singh Miss Tromp Mrs Bangura	Mr Pondicherry
	Year 3 - 11.3.20	Mrs Crisp Mrs Iftemi Mrs Hussain	Mrs Dona
	Year 4 - 11.11.20 (virtual)	Miss R Begum Mr O'Sullivan Mr Moore	
	Year 5 - 18.11.20 (virtual)	Miss Allison Miss Woodall Mr Baako	
	Year 6 - 2.12.20 (virtual)		

<p>What we did</p>	<p>We met with parents/carers of each year group and we shared the RHE overview for Year 1 to Year 6. We spoke to parents about what is statutory and shared the potential resources we will be using for their child's current and consecutive year group.</p> <p><b><u>Face to face meetings Y1-Y3</u></b></p> <p>Parents worked in small groups with a member of staff to look through the RHE draft policy, RHE whole school overview, Myths Busting sheet and some potential resources. They discussed the content and shared their views and concerns.</p> <p><b><u>Virtual meeting Y4-Y6</u></b></p> <p>Parents/carers were guided through the key areas of the policy. We shared some potential resources for their child's current year group and worked through the Myths Busting information sheet. Parents/carers had the opportunity to share their views or raise any concerns at the end or in the form of completing a survey. Parents/carers were reminded to revisit the information shared on the school website in more detail.</p>
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Feedback from parents/carers and the changes made to our draft Relationships and Health Education curriculum.

<b><u>Discussions during consultations</u></b>	<b><u>What we did with this information</u></b>
<p>Some families thought it was not necessary to include 'Sex' in the title of the policy as Sex Education in primary school is not statutory and only taught in year 6. After discussions and clarification, many felt adding (SEX) in the title was not necessary as it is not relevant to all ages and all year groups.</p>	<p>We have dropped 'Sex Education' from the title 'Relationships, Sex and Health Education' (RSHE) and our curriculum is titled 'Relationships and Health Education' (RHE)</p>

<p>Some families were unsure about the naming of genitalia in KS1.</p> <p>The school believes it is important for children to know this vocabulary to safeguard themselves and before learning about puberty in Y4.</p>	<p>The naming of body parts will be introduced throughout Y1 - 4.</p> <p>Y1: private parts</p> <p>Y2: genitalia, vulva, penis,</p> <p>Y4: genitalia, vulva, penis, testicles, nipples, vagina</p>
<p>Some families were concerned about teaching pupils about families with same sex parents and teachers promoting same sex relationships with teaching resources such as stories.</p> <p>We believe that it is important for all pupils to be aware of the different families in our society.</p>	<p>Teachers will not use stories about families with same sex parents as part of their teaching. However, the discussions in class will include families with same sex parents when discussing different types of families and same sex relationships when teaching about different relationships.</p>
<p>Some families wanted puberty to be taught in Year 4</p> <p>We agree, we believe it is important for pupils to know about puberty before they experience it</p>	<p>Puberty will be taught in Y4 and reviewed in Y5</p>
<p>Some families would like their children to be taught the reproduction of humans whilst in primary school, whereas others feel it is inappropriate.</p>	<p>Y6 parents/carers have the option for their child to learn about the reproduction of humans.</p>
<p>Some families thought mixed gender classes would be better to reduce stigma. Whereas more families suggested their children will feel less embarrassed if puberty and human reproduction were taught in single gender classes.</p> <p>We believe Relationships and Health Education should be taught in the same way we teach other curriculum subjects: both genders must receive the same education; mixed gender classes support us</p>	<p>In Year 4, 5 and 6; Puberty and human reproduction will be taught in single gender classes.</p>

to reduce the stigma attached to some of the sensitive content; all classes have talk boxes to write anonymous questions.