



Primary Relationship, Sex and Health Education (R(s)HE) Model Policy

Uphall Primary School community has co-constructed this with:

Person responsible for RHE in school: Miss D Vorley

Signature of Headteacher Dr K Atwal

Signature of Chair of Governors Mrs A Khanom

Date ratified by **Governors** September 2023

When the policy will be reviewed: Annually.



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

Parents/ carers	Community groups	Faith groups	Teachers	LA
X	X	X	X	X

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

	Parents/Carers	Teachers	School Governing Board	Children (RRS Ambassadors)
Date	Ongoing 25/6/21 – 10/10/21	Jan 2021 – September 2021	Ongoing Jan 21- October 21	
What we did	<ul style="list-style-type: none"> Parent communication re updates (early 2021) Consultation 5 stage plan Advance sharing of resources pack, 	<ul style="list-style-type: none"> Staff survey January Inset training day LRC visits and dialogue Policy listening activity September training day 	<ul style="list-style-type: none"> Previous RHE lead met link Governor Current RHE emailed and met Link governor Shared and discussed feedback from original curriculum plan to updated and current 	

	<p>Long Term Plans (LTPs) and Policy</p> <ul style="list-style-type: none"> • Zoom meeting with Q&A chat and live responses. • Post meeting parent survey • 2 face to face drop in sessions in October with laptop access to documents. • FAQ document shared. 		<p>plan.</p> <ul style="list-style-type: none"> • Shared and discussed in advance of sharing with families • GB viewed the LTPs • GB viewed the Draft Policy • GB had access to resources pack • Undertook a task in GB meeting to ask questions and offer feedback as whole GB • Reviewed FAQ document and final amended documents following consultation 	
--	--	--	--	--

Contents

Aims and Objectives - RHE	4
Statutory Content Primary – RHE	4
National Curriculum (NC) Science	4
Health Education - Topic	5
Relationships Education - Topic	5
Safeguarding	6
Non - Statutory RHE (withdrawable)	6
Parent/Carer right to withdraw their children from non – statutory Sex Education	6
Definitions	7
Relationship Education - Primary	7
Sex Education at Uphall – Primary	7
Health Education – Primary	7
Equality	7
Faith sensitivity	8
Depersonalisation	8
Tricky questions in the classroom	8
Organisation of Teaching, Assessment & Review	11
Sample ground rules	11
Anonymous questions	12
What training will staff be given?	13
Resources	13
RHE Lead	14
Science Uphall Curriculum	15
Appendix 2	16
Redbridge Syllabus for RHE	16
Appendix 3	16
DfE Guidance for teaching Relationships, Sex and Health Education 2019.	17
Appendix 4	18
Details relevant to withdrawal from Sex Education	18

Appendix 6	19
Uphall Primary Curriculum – LTPs	19
Appendix 7	20
Parent Consultation response and action at UPS	20

Aims and Objectives - RHE

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

At Uphall Primary School it is our expectation that RHE 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 throughout childhood but also into adulthood; therefore, RHE is such an important element of the curriculum.

Credit and thanks to the London borough of Newham and Tower Hamlets for access to their policy. Special thanks to Jo Sell, Claire Clinton and the Newham RHE partnership for their support to Redbridge.

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’ (Department for Education (DfE), Sept, 2020).

At Uphall Primary (UPS) we acknowledge and recognise that families are a child’s first and most effective teacher. 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 Uphall Primary we will ensure that an annual sharing of our RHE curriculum is included as part of our year group “Meet the Teacher” meetings and will include a space for questions to be raised hereafter. The Government guidance is due to be reviewed every 3 years.

National Curriculum (NC) 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.

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 - RHE

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. At Uphall Primary we have followed the recommendation of the Redbridge syllabus to teach about the menstrual cycle within Year 4, as an additional parent and child non-compulsory workshop out of school teaching timetable hours to support those families that would like the support to have conversations with their child in the case of beginning early puberty. This is earlier than the class teaching detailed in the statutory Science KS2 curriculum whereby 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 is taught in Upper KS2.

See appendix 2 & 3 for full list of content.

There is no right to withdraw from Health Education.

Relationships Education - RHE

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.

There is no right to withdraw from Relationships Education

Safeguarding

Safeguarding is an important aspect of all 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. 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. The RHE objectives also support us in ensuring that safeguarding is a thread that appears throughout the Uphall Curriculum ensuring a safeguarding culture within the school.

Non - Statutory RHE (withdrawable)

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 “human reproduction as fertilisation of an egg and how a baby grows”;

following a conversation with or email/letter addressed to a member of the leadership team to share their wish. This conversation should be documented by the school.

Sex Education that goes beyond National Curriculum Science

The Government and local advisors strongly recommend and Uphall Primary have decided, after consultation with parents/carers, to teach Sex Education beyond that taught within the Science curriculum. The school will be teaching about ‘human reproduction as fertilisation of an egg and how a baby grows’ in year 5 following on from the National Science Curriculum, which teaches about sexual reproduction in mammals in year 5. Sex Education (human reproduction as fertilisation of an egg and how a baby grows’) at Uphall Primary 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.

How to withdraw your child from the lesson of **“human reproduction as fertilisation of an egg and how a baby grows”**:

- Please email admin@Uphall.primary.net or write a letter addressed to the RHE Lead and Head Learning Leader with the following information if you wish to withdraw your child from Non- Statutory Human reproduction and how a baby grows in Year 5.
- Child’s name
- Child’s class
- Your name
- Your preferred method of contact for a follow up conversation.

Definitions

Relationship Education - Primary

Relationship Education is the teaching of Families (which can include single parent families, LGBT Parents, families headed by grandparents or extended family, adoptive parents, foster parents/carers 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. In British law it 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). People who care for me, Caring friendships, Respectful relationships, Online relationships and Being safe are all topics that will be taught by the end of Primary school. This will 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 Buttock and Chest from Year 5 *with an optional Parent workshop for safeguarding (including anatomical names for external body parts in Y4.*

Sex Education at Uphall – Primary

Sex Education in Primary is the teaching of – **“human reproduction as fertilisation of an egg and how a baby grows”**; which goes beyond the National Curriculum teaching of sexual reproduction in mammals and plants.

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 body.

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.

At Uphall Primary we celebrate difference and diversity. 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 Uphall Primary 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 RHE 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 to pass on discussing 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.

Depersonalisation

As per DfE training offered to schools we recommend using a depersonalised approach to teaching. Case studies, Scenario cards, Stories, and the use of third person “sometimes” and “some people” when talking about sensitive subjects reinforces a depersonalised approach. For example, using phrases such as “when someone has a relationship” rather than “when you have a relationship” takes the emphasis away from the child/young person. Teachers should never be tempted to illustrate the lesson with anecdotes/examples from their own lives or imply a moral choice.

Tricky questions in the classroom

Sometimes children can ask unexpected or sensitive questions. Because RHE teaches some social topics from a factual and lawful perspective the experiences, values and perspectives of groups may differ. This should be considered when responding to any questions. Responses should always be factual.

What to remember?

- Questions do not need to be answered immediately.
- Safeguarding must always be a priority. If in doubt – shout.
- Always remain sensitive to discussions and be aware of the needs, backgrounds and experiences of those in the class.

1. But my family don't agree with that!

Remain positive in your responses to Child. Thank them for their comments and emphasise that everyone can hold personal perspectives that may differ from others due to many influencing factors, remind them that any information you are giving is factual/lawful and provide them an opportunity to discuss away from the class should they choose to.

2. How are babies made? (Primary aged)

Primary response: respond positively to the CHILD/REN and thank them for asking a good question, explain that they will find out more about this in Secondary school/Year 5.

3. Do all families need two parents?

Remind children that family units can all look and be different but what is similar in most family units are the characteristics as outlined and taught in the guidance outcomes (Security, nurture, being there for each other). Thank them for their question and emphasise that everyone can hold personal perspectives that may differ from others due to many influencing factors, remind them that any information you are giving is factual/lawful and provide them an opportunity to discuss away from the class should they choose to. It is good practise to inform parent at the end of the day about the question raised.

4. Do you have to get married?

Explain that Marriage is a choice that some people choose to make and this is a choice that some families/faiths encourage. Thank them for their question and emphasise that everyone can hold personal perspectives that may differ from others due to many influencing factors, remind them that any information you are giving is factual/lawful and provide them an opportunity to discuss away from the class should they choose to.

5. My parent says I can't play with certain toys because I am a boy/girl.

Explain that parents will often make lots of decisions on behalf of their offspring safety and wellbeing. If appropriate you can reference the learning about stereotypes. Thank them for their question and emphasise that everyone can hold personal perspectives that may differ from others due to many influencing factors, remind them that any information you are giving is factual/lawful and provide them an opportunity to discuss away from the class should they choose to.

6. Why do we wear clothes?

If appropriate reference personal hygiene routines and dignity/modesty.

7. Are you married?

Refer to your Ground Rules/Charter and remind the CHILD/REN that no personal questions should be asked. You may also want to speak to the child on their own after the lesson. Remain emotionally regulated in your response.

8. Why do people die?

Remain emotionally regulated in your response, you can offer a holding response “there are many reasons, let’s have a chat together in a moment” if possible respond away from the whole class as this may be sensitive for the CHILD/REN or the staff member. Respond factually referencing the life cycle of humans.

9. How do I use a tampon?

Remain positive in your responses to CHILD/REN. Thank them for their comments explain tampons are usually used by older young people and they can find out more about sanitary wear options when they reach Secondary school.

10. I get that you need a sperm and egg but how do they meet?

Primary response: respond positively to the CHILD/REN and thank them for asking a good question, explain that they will find out more about this in Secondary school.

11. Can I have a baby if I don’t have periods?

Primary response: respond positively to the CHILD/REN and thank them for asking a good question, explain that they will find out more about this in Secondary school/year 5. Or if age appropriate in accordance with the syllabus discuss the menstruation cycle. Do not discuss sexual intercourse/human reproduction at Primary school with any child that has been withdrawn from non-statutory sex education.

12. Do boys have wet dreams from thinking about sexual thoughts?

Y5 upwards - Respond positively to the CHILD/REN and thank them for asking a good question, explain the Scientific facts related to nocturnal emissions at the start of puberty.

13. Can you have a baby though your bum?

Primary response: respond positively to the CHILD/REN and thank them for asking a good question, explain that they will find out more about this in Secondary school

14. How does a family work if it’s two mums?

Remind children that family units can all look and be different but what is similar in most family units are the characteristics as outlined and taught in the guidance outcomes (Security, nurture, being there for each other). Thank them for their question and emphasise that everyone can hold personal perspectives that may differ from others due to many influencing factors, remind them that any information you are giving is factual/lawful and provide them an opportunity to discuss away from the class should they choose to.

Organisation of Teaching, Assessment & Review

It is our intention that RHE sessions will meet our high standard of teaching and learning. Therefore, planning will be accessible to the RHE lead Miss Danielle Vorley to review, discuss and develop CPD opportunities where appropriate.

RHE lessons will also be included in whole school learning walks as part of teaching reviews which may be undertaken by Learning Leaders, Curriculum Leaders, Head Learning Leader and Deputy Learning Leader.

Teachers will be responsible for assessing the children's learning and progress. At Uphall Primary School teachers will identify prior learning by metacognitive questioning and Talk for Learning approaches. The teachers will also use active engagement activities such as quizzes and games, continuums, P4C, concept lines, card sorts, tactile resources such as Lego and Jenga, circle time, paired and group work to explore understanding and values.

See appendix 6 for copies of the Long-Term Plans by year group which detail which term each outcome is intended to be taught.

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, 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 is important.

Sample ground rules

Ground rules/RHE Charters are very important in establishing a safe learning environment for the children and young people as well as the teachers. Knowing that these are in place also gives reassurance to the families and ensures consistency in the way that discussions and lessons may be structured.

The ground rules/charters should be developed with the children and young people so that they have a sense of ownership and collaboration and feel they have been valued in the creation of them as opposed to them being imposed upon them. However, it is recommended that schools include coverage of the sampled rules below.

In primary school you may choose to use an acrostic style approach to help create your rules some examples from other boroughs are below.

Acrostic Style

“G -giggling is okay

“R – respect

R – respect what others say/believe – no put downs

O – openness

O – okay to pass

C – confidential

U – understand others – be kind, sensitive and respect

K – kindness”

the differences of others

N – no personal questions to peers or teachers

D – discuss topics responsibly and factually”

Shared agreement

- We join in and ask questions if we want to
- We make sure that everybody feels listened to
- We make sure everybody feels ok – we don’t put people down
- We use the correct vocabulary when possible, if we are unsure we ask the teacher
- We keep the conversation in the room unless talking to a trusted adult.
- We know that we can ask for further help or advice if we want to

Anonymous questions

The use of an anonymous talk box is good practise within RHE lessons. This enables the learning environment to be safe and creates opportunities for pupils to ask questions in a discreet way rather than in front of the whole class. This also enables teachers’ time to consider a response. Only age appropriate questions should be answered. See Tricky questions section for further guidance.

What training will staff be given?

The RHE Lead took part in and co-led with the Newham RHE and RE advisors borough wide DfE adapted training, this was then cascaded to staff teams across the school in a full Training day in Spring Term 20-21 alongside an additional sessions in the Summer term and a half training day in Autumn Term 21-22. ECT's and new to school staff will be invited to attend a Local Authority CPD session. The RHE Lead a refresher training PLM in Autumn Term 23-24 and RHE drop in sessions for colleagues to discuss planning and questions around RHE.

The RHE lead will undertake a staff voice survey (23-24) to review staff confidence and knowledge linked with the updated guidance. As a school we have a thorough and trusted approach to consistent learning opportunities. The Talk for Learning approach used across the curriculum also enhances the RHE lessons and outcomes.

The inclusive approach and quality first teaching ensures that all children can access the learning and where required staff working with individual children with SEND will be supported by the SENDCo and RHE Lead to adapt lessons and resources. Ongoing training opportunities will also be available for RHE such as PLMs.

Resources

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

These educational resources could include free resources that are accessible from websites and agencies outlined within the DfE list of resources. This includes carefully selected resources from Twinkl, NSPCC, Always sanitary wear, BBC, St Johns Ambulance, Think you Know, PSHE Association, Met Police and resources gathered from experience of working with children within a creative curriculum for a number of years. Therefore Story books such as Michael Rosen Sad book, The Colour Monster, and Tango makes three, The Great Big Book of Family, Fairytales, Roby's sack of Worries etc.

Whilst we cannot list all resources that will be used throughout the year, we have included potential resources that Year groups can use in a resource pack available on the school website and on the year group LTPs.

In the event of external agencies/tools/resources being used (Uphall Primary and the year group teams) will ensure the materials comply our RHE 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 annual Parent/Carer RHE meeting.

RHE Lead

The name of the RHE at Uphall Primary is Danielle Vorley.

If you have any questions regarding this policy or RHE please contact Danielle Vorley via admin@uphallprimary.co.uk or call school on 0208 478 2993.

Children and staff will know about the role of the RHE team who will lead through Staff training, communication to families and assemblies, lessons with children and Miss Vorley's image can also be shown as a point of contact alongside the safeguarding team Ms Lotay - the Emotional Literacy Support Assistant and safeguarding officer's Toby Hardy and Shilpi Hannan Senior Learning Leaders, Walye Jahedi SENDCO and Safeguarding officer and Dr Atwal HT.

Appendix 1

Science Uphall Curriculum

<https://uphallprimary.co.uk/curriculum-science/>

Appendix 2

Redbridge Syllabus for RHE

<https://find.redbridge.gov.uk/kb5/redbridge/fsd/service.page?id=FNHLa0oKNT8>

Appendix 3

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

Page 20 has the information relating to the end of Primary outcomes. This is a direct link to the whole document.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

Appendix 4

Details relevant to withdrawal from Sex Education

Parents/Carers continue to have the right to withdraw their children from non-statutory Sex Education “human reproduction as fertilisation of an egg and how a baby grows”; following a conversation with a member of the leadership team to share their wish. This conversation should be documented by the school.

- Please email admin@uphallprimary.co.uk or write a letter addressed to the RHE lead and Head Learning Leader with the following information if you wish to withdraw your child from Non- Statutory Human reproduction and how a baby grows in Year 5.
 - Child’s name
 - Child’s class
 - Your name
 - Your preferred method of contact for a follow up conversation

Appendix 6

Uphall Primary Curriculum – LTPs

<https://uphallprimary.co.uk/rhe/>

Appendix 7

Parent Consultation response and action at UPS

<https://uphallprimary.co.uk/download/parents-rhe-faqs/>