




Primary Relationship, Sex and Health Education Model Policy

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

Mayespark Primary community has co-constructed this with:

Name of school: Mayespark Primary School

Person responsible for RSHE in school – Clare Roulton

Signature of Headteacher 

Signature of Chair of Governors

Date ratified by Governors 14th July 2021

When the policy was last reviewed - September 2024

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

Pupils	Parents/ carers	Community groups	Faith groups	Local councilors	Teachers	Ofsted	School governors	LA	Professional Associations
✓	✓	✓	✓		✓		✓	✓	✓

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

See appendix 5

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Aims and Objectives - RSHE

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

At Mayespark it is our expectation that RSHE provides a learning space to understand Personal, Social and Health skills, knowledge and understanding, to enable children to navigate the world in which they live throughout childhood but also into adulthood; therefore, RSHE 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 RSHE 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’ (DfE, Sept, 2022).

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

National Curriculum Science

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

Full Science curriculum context can be viewed in appendix 1.

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

Health Education

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

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

Puberty, including menstruation, will be covered in Health Education and should, as far as possible, be addressed before children begin puberty.

See appendix 2 & 3 for full list of content.

There is no right to withdraw from Health Education.

Relationships Education

The aim of Relationships Education is to provide information to children that will empower them to understand themselves and the world in which they live. The focus in Primary schools should be on teaching the fundamental building blocks and characteristics of positive relationships, with family members, other children and adults along with encouraging the development 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 RSHE in our school. Our safeguarding policy will be applied to and supported by all aspects of RSHE and any disclosures or issues arising as part of RSHE, will be dealt with in line with our safeguarding policy. The aim of including safeguarding within the syllabus enables consistent, age appropriate fact-based vocabulary to report any concerns of abuse including, physical, emotional, sexual and neglect.

Non - Statutory RSHE

Sex Education that goes beyond National Curriculum Science

The Government and local advisors strongly recommend and Mayespark have decided, after consultation with parents/carers, to teach Sex Education beyond that taught within the Science curriculum. The school will be teaching 'human reproduction and how a baby grows' in year 6 following on from the National Science Curriculum, which teaches sexual reproduction in mammals in year 5. Sex Education at Mayespark 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.

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

Parents/Carers continue to have the right to withdraw their children from non-statutory Sex Education e.g. ‘human reproduction and how a baby grows’; by sending a letter to the headteacher after a meeting with the leadership team to explain from which lessons the child will be removed.

Definitions

Relationship Education - Primary

Relationship Education is the teaching of Families (which can include single parent families, LGBT Parents, families headed by grandparents, 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 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.

Sex Education – Primary

Sex Education in Primary is the teaching of sexual reproduction – how a baby is conceived and born. Which goes beyond the National Curriculum teaching of reproduction in mammals and plants.

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 RSHE will be made accessible to all pupils, including those with SEND.

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

Faith sensitivity

Some religious people/faiths will see some family structures as a preferred way of living. British Law says that people have a right to live with whoever they choose. The most important thing is that we always make sure to respect the way that people choose to live their lives. Teachers can acknowledge in RSHE lessons that some children/young people may have beliefs about the content to be taught, whilst noting that the purpose of the lesson is to give information. Children and young people will also be reminded of the ground rules and their right 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.

Organisation of Teaching, Assessment & Review

It is our intention that RSHE sessions will meet our high standard of teaching and learning. Therefore, planning will be accessible to the RSHE lead (Clare Roulton) to review, discuss and develop CPD opportunities where appropriate.

RSHE lessons will be included in whole school learning walks and drop ins by school leaders.

Teachers will be responsible for assessing the children's learning and progress. At Mayespark teachers will identify prior learning through assessment for learning strategies including questioning.

When will RSHE will be taught and by who?

RSHE will be taught as part of regular lessons throughout the year and will be taught by class teachers, and occasionally by PPA cover teachers.

Some sessions 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.

What training will staff be given?

Staff will receive training in PDM sessions throughout the year. The RSHE lead will meet with year groups periodically and assist them in planning. The RSHE lead has attended borough training.

Resources

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

These educational resources include resources from the Jigsaw scheme of work. These will be selected for age appropriateness and in line with the consultation completed in 2021.

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

We will share some of these resources at our annual Parent/Carer RSHE meeting.

RSHE Lead

The name of the RSHE at Mayespark is Clare Roulton

If you have any questions regarding this policy or RSHE please contact Clare Roulton, or any SLT member via office@mayespark.redbridge.sch.uk

Appendix 1

Science National Curriculum

See separate document

Appendix 2

RSHE agreed curriculum

See separate document

Appendix 3

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

See separate document

Appendix 4

Forms or details relevant to withdrawal from Sex Education

Parents wishing to withdraw their child from Sex Education should request a meeting with the RSHE lead or senior leader in school to understand which lessons the child is to be taken out of and which elements of the curriculum are statutory and then send a letter to the headteacher confirming their decision.

Appendix 5

Consultation outcomes and surveys

See separate document