



**Ravenscroft  
Primary School**  
Explore. Achieve. Fly.

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## **Relationships and Health Education (RHE) Policy**

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<b>Date policy ratified by the Governing Body</b>	<b>18<sup>th</sup> March 2021</b>
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<b>Date of review</b>	<b>March 2022</b>
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This policy has been created through consultation with:

- Young people's sexual health services
- Parents/Carers - Consultation with over 30 governors who are Newham parents/carers
- LGBT+ community - Individuals, groups and teachers who identify as LGBT+
- Councillors - Briefing and consultation with over 30 councilors
- Teachers - 80+ attended training, 55+ attended Network Meetings
- Other places - Birmingham, Redbridge and Tower Hamlets RSE leads
- Governors & trustees - around 130 attended training at Education Space on RSHE
- Faith groups - 20 *Survey Monkey* responses and meeting held with 30 Imams
- SACRE - 19 different individuals representing
  - Muslims - Sunni and Shia
  - Christians - Catholic and Protestant
  - Hindus
  - Buddhists
  - Jews
  - Sikhs
  - Humanists
- Pupils - carried out in December 2019 with three primary and three secondary schools
- SEND educational services
- DfE and Ofsted
- Head Teachers including Nursery Head Teachers

## **Policy statement - Aims and objectives of RHE**

It is the intention of Ravenscroft 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 in Ravenscroft 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.

## **Statutory content: RHE**

By law primary schools are required to teach relationships and health education, alongside national curriculum science and within the context of safeguarding. Here at Ravenscroft Primary School we acknowledge that parents/carers are a child's first and most effective teacher and so will ensure that we provide information of 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.**

## **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.**

## **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**

## **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.

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

## **Monitoring evaluation and assessment.**

- To ensure that the teaching and learning in RHE in our school is of the highest standard, it will be monitored by our RSHE curriculum leader and senior leaders
- The school will identify pupils' prior knowledge through discussion in lessons
- The school will assess pupils' learning and progress through written work and through discussion with pupils
- The school will evidence pupils' learning and progress by teacher voice, pupil voice and, where appropriate, written work
- Learning will be evidenced through current school systems which include lesson monitoring, work scrutiny, pupil voice and teacher voice.

## **Resources**

The school will draw from a number of educational resources including the *SCARF* scheme of work.

It is the role of the PSHE (RHE) subject leader to ensure that resources are appropriate and up to date for the school's use in teaching RHE.

# Appendix 1

## Information about how and why RHE will be taught at Ravenscroft 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 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 Ravenscroft Primary School we have decided not to teach sex education (how a baby is conceived and born). This will be reviewed in March 2022.
- The teaching of RHE at Ravenscroft 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 at Ravenscroft Primary School is delivered within and influenced by all relating school policies including:
    - Behaviour policy
    - Antibullying policy
    - Equality policy or statement
    - Safeguarding policy
- How will we ensure lessons are taught sensitively?
  - Puberty and menstruation are seen as sensitive topics to teach in RHE and therefore we will put in special measures to make sure that pupils feel at ease when talking about these topics.
  - Year groups may decide to teach single sex classes for some or all lessons so that children feel less self-conscious and students may be more relaxed and feel able to ask questions
  - Teachers may make use of anonymous question boxes
  - Where possible and appropriate, same sex teachers will teach single sex groups
- When will RHE will be taught?
  - RHE will be taught in each year group throughout every academic year. Copies of long and medium, term plans will be available for parents to see.
- How will we ensure communication with parents/carers?
  - Ravenscroft Primary School works with parents/carers and want to communicate what is going on in RHE. Our aim is to provide comprehensive information on our RHE curriculum offer and allow parents to communicate with the school any questions or concerns that they may have through a consultation period and a dedicated email account to answer questions – or organise further

meetings to address concerns. Long- and medium-term curriculum plans will be made available 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.

- Who will be teaching RHE?

RHE teaching will be delivered by class teachers.

- What training and support will staff be given?

Staff will be able to access training and advice from the PSHE (RHE) Leader and from the Deputy Head Teacher for Curriculum. Formal training will be organised as and when needs in staff development arise.

- What materials will be used to deliver RHE?

- At Ravenscroft Primary School we base our RHE teaching on the *SCARF* scheme of work.

*Approved by: Newham LA; Newham SACRE, NAPNH and NASH*

## Appendix 2

### Explanation of terms:

Relationships, sex and health education (RSHE), is the term most often used by schools in Newham. Health education appears in the same set of guidance from the DfE (2019) is very closely related to relationships and sex education and is often linked in lessons.

Relationships education (Rel Ed)– this, along with health education (HE) is statutory in all primary schools and includes topics like the importance of positive relationships, families and friends, healthy eating and hygiene.

Relationships and sex education (RSE) – sexual reproduction in animals is taught as part of national curriculum science in year 5, human reproduction is often included at the end of key stage 2, following on from the science curriculum in year 5. Beyond that sex education is non-statutory in primary schools. Currently at Ravenscroft Primary School, human reproduction is not taught as part of the curriculum.

### Lesson overview and long-term plan for primary RHE

This long-term plan contains all the topics that the RHE guidance says primary school pupils should know by the time they leave primary school.

School Year	Links to National Curriculum subjects	RHE Lesson Content <small>Following consultation with governors, teachers, councillors, parents/carers, children and young people. In line with the DfE Statutory Guidance for RSHE (2019)</small>
1 to 6		<p><b>Caring friendships</b> 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.</p> <p><b>Respectful relationships</b> 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. The conventions of courtesy and manners. 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.</p> <p><b>Being safe</b> Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. 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.</p> <p><b>Physical health and fitness</b> How and when to seek support including which adults to speak to in school if they are worried about their health.</p> <p><b>Healthy eating</b> The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours.</p> <p><b>Health and prevention</b> The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p> <p><b>Basic first aid</b> How to make a clear and efficient call to emergency services if necessary.</p>

School Year	Links to National Curriculum subjects	<b>RHE Lesson Content</b> Following consultation with governors, teachers, councillors, parents/carers, children and young people. In line with the DfE Statutory Guidance for RSHE (2019)
1/2	<p><b>Computing</b> Use technology safely and respectfully, keeping personal information private; where to go for help when they have concerns about content or contact on the internet</p> <p><b>P.E</b> Able to engage in competitive and cooperative physical activities in a range of increasingly challenging situations.</p> <p><b>Science</b> Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>	<p><b>Families and people who care for us</b> That families are important for children growing up because they can give love, security and stability. That others’ families, either in 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.</p> <p><b>Caring friendships</b> How important friendships are in making us feel happy and secure, and how people choose and make friends. That healthy friendships are positive to 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.</p> <p><b>Being safe</b> 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.</p> <p><b>Mental wellbeing</b> That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and the scale of emotions that all humans experience in relation to different experiences and situations. How to recognise and talk about their emotions, including having a varied vocabulary to use when talking about their own and others’ feelings.</p> <p><b>Internet safety how to keep safe online and seek help if needed</b> That for most people the internet is an integral part of life and has many benefits.</p> <p><b>Physical health and fitness</b> The characteristics and mental and physical benefits of an active lifestyle.</p> <p><b>Health and prevention</b> Safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. Dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. Personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. Growing and that people change as they grow. Good health and how eating the right sorts of food in the right quantities, drinking enough, air quality, exercise and hygiene has an effect on health. Can be linked to R(S)HE healthy eating and health and prevention.</p>
Year 3/4		<p><b>Families and people who Care for me</b> 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.</p> <p><b>Caring relationships</b> The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p><b>Respectful relationships</b> Practical steps they can take in a range of different contexts to improve or support respectful relationships. The importance of self-respect and how this links to their own happiness. 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.</p>

School Year	Links to National Curriculum subjects	<b>RHE Lesson Content</b> Following consultation with governors, teachers, councillors, parents/carers, children and young people. In line with the DfE Statutory Guidance for RSHE (2019)
Year 3/4	<p><b>Computing</b> Use technology safely, respectfully and responsibly, recognise acceptable/unacceptable behaviour, identify a range of ways to report concerns about content and contact</p> <p><b>Computing</b> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p><b>Science</b> Identify that animals, including humans, need the right types and amount of nutrition and get nutrition from what they eat.</p> <p><b>PE</b> Learn how to lead healthy, active lives. Use running, jumping, throwing and catching in isolation and in combination Play competitive games.</p>	<p><b>Online relationships</b> 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 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.</p> <p><b>Being safe</b> That each person’s body belongs to them, and the 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) that 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.</p> <p><b>Mental wellbeing</b> That mental wellbeing is a normal part of daily life, in the same way as physical health. 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. 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).</p> <p><b>Internet safety and harms</b> About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing. Why social media, some computer games and online gaming, for example, are age restricted. Where and how to report concerns and get support with issues online.</p> <p><b>Healthy eating</b> What constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p><b>Physical health and fitness</b> 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).</p> <p><b>Health and prevention</b> The facts and science relating to allergies, immunisation and vaccination.</p> <p><b>Changing adolescent body</b> 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.</p>
Year 5/6		<p><b>Families and people who care for me</b> 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.</p> <p><b>Online relationships</b> 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.</p>

<b>School Year</b>	<b>Links to National Curriculum subjects</b>	<b>RHE Lesson Content</b> Following consultation with governors, teachers, councillors, parents/carers, children and young people. In line with the DfE Statutory Guidance for RSHE (2019)
<b>Year 5/6</b>	<b>Science</b> Describe the changes as humans develop to old age. Describe the differences in the life cycles of a mammal. Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function	<b>Changing adolescent body</b> 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.
<b>Year 5-6</b>		<b>Sex education – How babies are made and are born</b> Not currently taught at Ravenscroft Primary School.

DfE 2019

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

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