Cubitt Town Primary School

Relationships and Health Education (RHE) Policy

Date reviewed and approved by the governing body:

Date of next review:

Name of person(s) responsible for implementation and monitoring:

Ratified by:

_____ **_____**

(headteacher signature) **(Chair of governors signature)**

OUR AIMS

Aim	**This policy sets out our school's approach to statutory Relationships Education and non-statutory Sex Education. It was produced by the Head teacher, with support from parent governors and parents** **The main aims of our RHE policy are:** 1. Cubitt Town primary school is committed to put safeguarding at the heart of everything we do and this includes teaching PSHE to pupils. 2. To provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. 3. To teach RHE as outlined by the Department of Education and comply with the relevant provisions of the Equality Act 2010. 4. To ensure pupils are able to keep themselves safe by teaching factually accurate information so they can make informed decisions. 5. Children understand the changes to their body as they grow and develop and are supported to behave in a mature and responsible way.
Context	"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way." **Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019) – Secretary of State Foreword, Pg. 4**

CURRICULUM PROVISION AND CONTENT (Sept 2026)

Relationships Education (Statutory)	➔ Families and people who care about me ➔ Caring friendships ➔ Respectful, kind relationships ➔ Online safety and awareness ➔ Being safe
Health and Wellbeing Education (Statutory)	➔ General wellbeing ➔ Wellbeing online ➔ Physical health and fitness ➔ Healthy eating

	➔ Drugs, alcohol, tobacco, vaping ➔ Health protection and prevention ➔ Personal safety ➔ First aid ➔ Developing bodies Please see *Appendix 1* to read about the content taught under each unit.
Sex Education (Non-Statutory)	At Cubitt Town Primary School, we will not be teaching the Sex Education part of SRE as this is not statutory. This is the decision of the governing body.
National curriculum Science (Statutory)	**Key Stage 1:** • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • notice that animals, including humans, have offspring which grow into adults • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene **Key Stage 2:** Year 5 - describe the changes as humans develop to old age Year 6 - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents From the DfE guidance: Puberty "The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age* (including puberty) and reproduction in some plants and animals". "106. At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty"

TEACHING AND LEARNING

RHE content	At Cubitt Town Primary School, we follow the Jigsaw scheme of work to teach our RHE lessons. Jigsaw, the mindful approach to PSHE, provides complete coverage of all statutory Relationships Education and Health

	Education requirements through six carefully sequenced Puzzles (units) taught across the academic year. Learning is age-appropriate and builds progressively from Reception to Year 6. (Please see the table below for more information) If, through our observations or discussions with children, we identify issues or themes that we feel need to be addressed across a year group or the wider school, we will communicate this with parents/carers beforehand. Parents/carers will be informed of any proposed additions or changes to the PSHE curriculum before these are introduced, ensuring that they are aware of the content and have the opportunity to understand why it is being addressed.
How often is RHE taught?	PSHE lessons are taught by class teachers once a week. Teaching staff receive training in the delivery of the RHE curriculum through dedicated staff meetings, led by the PSHE Co-ordinator with the support of external experts as required. As a school we are aware that the primary responsibility for providing children's RHE lies with parents and carers. We recognise the need to work with parents and carers to ensure a shared understanding of RHE and to deliver an effective programme that meets the needs of our pupils.

Puzzle	When taught	Statutory coverage	Key RHSE content
Being Me In My World	Autumn 1	Relationships Education, Health Education	Rights and responsibilities, helpseeking, trusted adults, boundaries, conflict resolution, citizenship, the UNCRC
Celebrating Difference	Autumn 2	Relationships Education	Family diversity, bullying prevention, protected characteristics, inclusion, challenging stereotypes
Dreams and Goals	Spring 1	Health Education	Self-esteem, resilience, mental wellbeing, healthy lifestyle choices, financial literacy, online safety, water safety
Healthy Me	Spring 2	Health Education	Physical health, substance awareness (smoking, vaping, alcohol), safety education (road, rail, water, fire), first aid, mental health
Relationships	Summer 1	Relationships	Families, friendships, personal

		Education	boundaries, online relationships, recognising unhealthy relationships, support networks
Changing Me	Summer 2	Health Education	Life cycles, body parts, puberty, keeping clean, body image, looking forward to the next year

MONITORING, EVALUATION AND ASSESSMENT

Monitoring and evaluation	The subjects will be monitored and evaluated by PSHE leader and Robyn Bruce (Headteacher). It is important these subjects are consistently monitored to ensure confidence levels of teachers are maintained and the delivery and content is consistent across the school.
Assessment	At Cubitt Town Primary School, we follow the JIGSAW scheme of work for the teaching and learning of PSHE. The evidence of teaching and learning in each class will be kept using a learning journal. The school will assess pupils' learning through conducting learning walks, pupil voice, and going through the learning journals in each class.

RIGHT TO WITHDRAW

The Role of parents	We recognise that parents and carers are the primary providers of RSE for their children. Our RSE curriculum is designed to support and complement this. We aim to build a positive and supportive relationship with parents and carers through mutual understanding, trust and co-operation. In promoting this we will: • Inform parents about the school's RSE policy and practice • Provide opportunities to view lesson plans and resources used in the RSE programme • Answer any questions that parents may have about RSE for their child • Take seriously any issues or concerns that parents raise.
Right to withdraw	Parents/carers have the legal right to request that their child be withdrawn from non-statutory sex education, other than that which forms part of the National Curriculum for Science. However, our

	school's sex education provision is limited to the statutory content required within the National Curriculum for Science. As a result, there is no non-statutory sex education from which parents/carers can withdraw their child.
No right to withdraw	There is no parental right to withdraw from Relationships Education, Health Education or the National Curriculum Science as these are a statutory part of the curriculum.

EQUALITY AND SAFEGUARDING

Equality	The school is committed to following the Equality Act.
LGBT	At Cubitt Town Primary School we are committed to protecting children and families against discrimination, whether knowing or unintentional. This includes discrimination against people's religion, culture or sexuality, to name just a few of the Protected Characteristics in the Equality Act. The Department for Education statutory guidance strongly encourages and enables schools to teach LGBT content, in the context of different types of families. We see our RHE programme as supportive of our work as an inclusive school and stand by the motto of 'There is No place for hate' at Cubitt Town. We are aware that not all sectors of our community agree with all types of relationship or family structures. There are some religions and cultures that believe marriage should only be between a man and a woman. We will be conscious of this when teaching our RHE curriculum and no personal opinions will be presented to our children. When questioned about this we will acknowledge that different sectors may have different viewpoints however, this country allows people to live in different types of family structure. For example, there may be a family where two men or two women have chosen to live together or marry and bring up children together. These types of families are allowed in this country and if we meet children who live in different types of families it is wrong to say bad things about them or to bully them.
Naming of the external body parts	LBTH recommends that children are taught in Key Stage 1 about naming of the main external body parts, as a safeguarding issue. This is so pupils can report abuse if it happens or so that they can accurately report medical symptoms if they are unwell. The more children are able to name the external body parts and to know about appropriate and inappropriate touch, the more they are protected from abuse. Pupils are also taught about stable, caring, healthy family life and friendships. They are taught about how to recognise if, or when relationships are making them unhappy or unsafe. Lessons will

	cover staying safe both online and offline, how to identify risks online, harmful online content and contact and how to report it. Pupils will also learn how to seek help and advice from others. At Cubitt Town Primary School, lessons about puberty begin in Year 5, to prepare children for puberty and menstruation for girls, before it occurs. In this area of the curriculum, we committed to using diagrams, rather than pictures or videos, and where appropriate, teach single gender lessons. The school will use resources which were developed ....
SEND	The school is committed to ensuring that PSHE is accessible and inclusive for all pupils, including pupils with special educational needs and/or disabilities (SEND). All pupils have an entitlement to high-quality RHE that is appropriate to their age, stage of development and individual needs. Teachers will take account of pupils' individual needs, including their communication, cognitive, sensory, physical, social and emotional needs, and will use reasonable adjustments and appropriate support strategies. Accessibility may include: ➔ using clear, simple and age-appropriate language, with key vocabulary explicitly taught and reinforced; ➔ providing visual supports, symbols, pictures, social stories, modelling and concrete examples where appropriate; ➔ breaking learning into smaller, manageable steps and allowing additional processing time; ➔ using repetition, retrieval and opportunities to revisit important concepts; ➔ providing alternative ways for pupils to communicate their understanding, including verbal, visual or supported responses; ➔ adapting resources, text size, layout and presentation to meet individual sensory or visual needs; ➔ providing additional adult support where this is appropriate and consistent with the pupil's individual needs; ➔ using differentiated activities and questioning while maintaining high expectations for pupils' learning and understanding;

	➔ providing opportunities for pupils to revisit content where this will support their understanding and confidence; ➔ considering individual sensory, emotional and communication needs when teaching potentially sensitive or challenging topics.
Disclosures	Any disclosures will follow the school's agreed safeguarding procedures.

CONSULTATION AND PARTNERSHIPS

Parents	Our relationship with parents/carers is very important and we aim to support them with information meetings about our RHE curriculum content, including resources, where they can share any concerns or issues they may have about any aspect of the RHE provision.
Staff	The school encourages staff to contribute and support this RHE policy. The school holds staff meetings and training on RHE to ensure that all staff feel confident to deliver this content.
Governors	Governors, in conjunction with the Headteacher and SLT, ultimately make the decision about which resources are used to teach RHE and how RHE is taught within the school. The DfE RHE guidance (2019) provides further clarification as to the role of Governors: "In addition to fulfilling their legal obligations, the governing boards or management committee should make sure that the subjects are timetabled, accessible to all pupils, including pupils with SEND (preparing for adulthood outcomes). Governors will oversee that subjects are well-led, staffed and lessons are resourced, so that the schools can fulfil its legal obligations. Also ensuring that pupils make progress and the curriculum has regular and effective self-evaluation built in. Governors will also ensure that clear information is passed onto parents about subject content, as well as informing parents about the right to request that their child is withdrawn from the non-statutory content. Schools will also need to publish the Policy on the school website, made available to parents and others. The school must provide a copy of the policy free of charge to anyone who asks for one."

MANAGING DIFFICULT QUESTIONS

During both formal and informal PSHE/RE sessions, pupils are encouraged to ask questions. Any questions from pupils are answered according to the age and maturity of the pupil concerned, and if the teacher delivering the session deems it appropriate to answer. Teachers will:

• use specific ground rules for this work which will clarify boundaries for children/young people, and mitigate disclosures in class
• clarify that personal questions should not be asked
• clarify that pupils should not give out personal information in class but speak to someone they trust after the lesson, e.g. school nurse, teacher, pastoral staff.

In some lessons, an anonymous question box may be used to allow children to ask questions about potentially sensitive or embarrassing topics. Teaching staff will endeavour to answer questions as openly as possible but if faced with a question they do not feel comfortable answering within the classroom, or that is not age-appropriate (or within the school's RHE policy), provision may be made to address the individual child/young person's requirements. The school believes that individual teachers must use their professional skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned about any question from a safeguarding perspective.

If a teacher does not know the answer to a question or if a question is felt to be inappropriate, this should be acknowledged and, if considered necessary, this may be followed up outside of the classroom environment with individual pupils.

Children may also be signposted back to parents/carers who have ultimate responsibility in talking to their children about sensitive matters. We will also encourage parents to talk with school if they have any questions or queries, and if they would like advice on how to better support their child and continue learning outside of the classroom.

APPENDIX 1

LBTH Primary Schools RSE Mapping Relationships, Health, Sex Education and Science – Tower Hamlets

Relationships Education - Statutory	**Physical Health and Mental Wellbeing (Health Education) - Statutory**	**Science - Statutory**	**Sex Education – Non statutory**
By the end of primary school Pupils should know: **<u>Families and people who care for me</u>** 1. That families are important for children growing up safe and happy because they can provide love, security and stability. 2. The characteristics of safe and happy family life, such as 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. 3. That the families of other children, 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. 4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. 5. That marriage and civil partnerships represent a formal and legally	***By the end of primary school Pupils should know:*** **<u>General wellbeing</u>** 1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 2. The importance of promoting general wellbeing and physical health. 3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. 5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	**Key Stage 1:** ● identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. ● notice that animals, including humans, have offspring which grow into adults ● describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene **Key Stage 2 :** Year 5 - describe the changes as humans develop to old age Year 6 - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents ***From the DfE guidance: Puberty*** *"The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty.* *The national curriculum for science*	● questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. ● sexual reproduction in humans ● reproductive cycle in humans conception

recognised commitment of two people to each other which is intended to be lifelong. 6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. **<u>Caring friendships</u>** 1. How important friendships are in making us feel happy and secure, and how people choose and make friends. 2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. 3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. 4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. 6. How to manage conflict, and that resorting to violence is never right.	6. That isolation and loneliness can affect children, and the benefits of seeking support. 7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. 8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. 9. Where and how to seek support (including recognising the triggers for seeking support), including who 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). 10.That it is common to experience mental health problems, and early support can help. **<u>Wellbeing online</u>** 1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. 2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships,	*includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Schools may also cover human reproduction in the science curriculum, but where they do so, this should be in line with the factual description of conception in the science curriculum."*	

7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. **<u>Respectful, kind relationships</u>** 1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. 2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. 3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. 4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. 5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6. Practical steps they can take and skills	looking at the pros and cons of different ways of using online connection. 3. The benefits of limiting 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. 4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. 5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. 6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. 7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. 8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. 9. How to understand the information they find online, including from search engines, and know how information is selected and targeted. 10. That they have rights in relation to sharing personal data, privacy and consent.		

they can develop in a range of different contexts to improve or support their relationships. 7. The conventions of courtesy and manners. 8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. 9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. 10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. 11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. **Online safety and awareness** 1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. 2. How to critically evaluate their online	11. Where and how to report concerns and get support with issues online. **Physical health and fitness** 1. The characteristics and mental and physical benefits of an active lifestyle. 2. The importance of building regular physical activity 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, moderate and/or vigorous physical activity. 3. The risks associated with an inactive lifestyle, including obesity. 4. How and when to seek support including which adults to speak to in school if they are worried about their health. **Healthy eating:** 1. What constitutes a healthy diet (including understanding calories and other nutritional content). 2. Understanding the importance of a healthy relationship with food. 3. The principles of planning and preparing a range of healthy meals. 4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). **Drugs, alcohol, tobacco and vaping** 1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping,		

relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. 3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. 4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. 6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online. **Being Safe**	alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches. **Health protection and prevention** 1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. 4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist. 5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and **Personal safety** 1. About hazards (including fire risks) that may cause harm, injury or risk and		

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. 2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. 5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. 6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. 7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.	ways to reduce risks. 2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code. **<u>Basic first aid</u>** 1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. 2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries. **<u>Developing bodies</u>** 1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. 2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. 3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.		