

Newham Community Learning - RSHE Principles Statement

**[Religious, Health and Sex Education at our primary
and secondary schools]**

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Applies to: Newham Community Learning

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1. Overview of the Policy Management Process

1.1. Document history

Date	Revision	Version number (substantive revisions are allocated a new whole number; minor revisions are designated by the addition of a consecutive decimal point)
Jan 2023	<p>Whilst all Newham Community Learning schools have context-specific RHE/RSHE Policies which provide the detail of the curriculum content and its delivery in place, the Trust as a whole has an overarching principles statement, with separate sections addressing the teaching of RHE/RSHE at our primary and secondary schools regarding how we teach this subject.</p> <p>The contents of this statement reflect the provisions of the model policies for the teaching of primary and secondary students in Newham; detail is provided in the body of the statement.</p> <p>Regarding the question of non-statutory RSHE and sex education that goes beyond national curriculum science, our schools have adopted local arrangements specific to their contexts. This is signposted in the relevant section of the Statement.</p> <p>All Trust schools have due regard for this Statement when developing local policy and process.</p>	v1.0



1.2. Review and approval

The RSHE Principles Statement applies to the whole Trust. It is reviewed by the Executive Team (and/or their delegates) and is then presented to the Trust Board for approval (via a relevant board committee if appropriate).

It is reviewed in line with the Trust Policy Review Schedule.



2. Newham Community Learning - RSHE Principles Statement

2.1. Introduction and purpose

All six Newham Community Learning schools (two primary and four secondary) are located within the borough of Newham. Our Trust has a close working relationship with the borough, and adopts many of its model policies for use across our schools.

Having an RSHE (primary and secondary) policy in place is a statutory requirement. Part of this requirement is ensuring that the nature of the curriculum taught is communicated to stakeholders. This necessitates each of our schools developing a bespoke policy that outlines how the curriculum is designed and delivered. However, in all cases, this Trust level statement of principles informs the design of the school level policy.

This principles statement reflects all the provisions of the model policies for primary and secondary RSHE which have been developed by Newham and shared with Newham Community Learning.

2.2. Consultation

In this policy area, Newham has ensured that extensive consultation has taken place. The list of groups that have been consulted in the preparation of this policy is as follows:

- 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 councillors present
- 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 with three primary and three secondary schools, involving about 130 pupils
- SEND educational services
- DfE and Ofsted
- Head Teachers including Nursery Head Teachers

2.3. Specialist advice and guidance

In addition to the consultation processes outlined above, Newham has deployed the services of subject experts in this area in order to provide the borough with model policies for both primary and secondary teaching of RSHE. These subject experts work in both Newham and a neighbouring borough. The contents of this document reflects the provisions of both the primary and secondary model policies.

The contents of these model policies have been approved by Newham LA; Newham SACRE, NAPNH and NASH.

2.4. Structure of the principles statement

Whilst the overarching principles of our teaching of RSHE at our primary and secondary schools are the same, we have provided two separate sections as Newham has developed two separate model policies which have been used to guide this document.

2.5. Teaching of RSHE across our schools

2.5.1. Policy statement - Aims and objectives of Primary RSHE

At our primary and secondary schools, we aim to teach high quality, age appropriate, pupil-sensitive, evidence-based RSHE, that demonstrates a respect for the law and all communities that call Newham home. It is expected that RSHE at our schools 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 RSHE is such an important part of the curriculum.

2.5.2. Statutory content: RSHE

By law, schools are required to teach relationships and health education, alongside national curriculum science and within the context of safeguarding. At our schools, we acknowledge that



parents/carers are a child's first and most effective teacher and so will ensure that we have annual meetings with parents or carers to present our RSHE curriculum at each school, 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.

2.5.3. 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. Across our primary schools, we teach science in line with the national curriculum.

At key stage 3 and 4, the national curriculum for science includes a recap about menstruation and puberty, teaching about human reproduction and birth, includes drugs education and the study of sexually transmitted infections (STIs), including HIV.

All Trust schools provide, at school level, and taking local contextual factors into account, a detailed description of the RSHE statutory curriculum, available from the school office.

There continues to be no right to withdraw from national curriculum science.

2.5.4. 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.

The detail of what is covered in this area of the curriculum is covered in the school level policy.

There is no right to withdraw from Health Education.

2.5.5. 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.



In secondary school, relationships education builds on what has been learnt at primary school concerning positive relationships and progresses to talk about intimate relationships. Lessons will be evidence based, age and culturally appropriate, based in the law and sensitive to the needs of pupils.

The detail of what is covered in this area of the curriculum is covered in the school level policy.

There is no right to withdraw from Relationships Education.

2.5.6. Safeguarding

Safeguarding is an important aspect of all of the lessons taught as part of RSHE in our schools. Our Trust safeguarding policy, published on the [Policies Page](#) of the Trust website, 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.

2.5.7. Non-statutory RSHE: sex education that goes beyond national curriculum science

In line with Government and local advisor recommendations, the Trust primary schools, after consultation with parents/carers, teach Sex Education beyond that taught within the national science curriculum.

Regarding the teaching of 'how a baby is conceived and born' in Years 5 and 6, we recognise that school leaders, in each local context, and in consultation with parents and carers, decide on whether or not this topic, which is beyond the national science curriculum, is taught at each individual school. Information about the curriculum in this area is available from our schools.

Sexual reproduction in mammals will still be taught as part of national curriculum science in Year 5. The detail of the content covered in each of our primary schools' curriculums is provided by each school.

All secondary schools **must** teach sex education that is outside of the national science curriculum, **but** parents/carers can withdraw their children from sex education. Sex education at all our secondary schools will be taught by trained staff in an age appropriate and sensitive way and give due regard to the law.

We believe the teaching of sex education alongside relationship education will help to ready students for their life in 21st century Britain. This will include topics like sex, the advantages of delaying sexual activity and the importance of consent, positive sexual relationships, contraception, pregnancy choices, domestic violence etc.



The detail of the content covered in each of our secondary schools' curriculums is provided by each school.

2.5.8. The right of parents/carers to withdraw their children from non-statutory RSHE

At our primary schools, and dependent on the individual curriculum delivered at the school, where applicable, parents/carers have a right to withdraw their children from non-statutory RSHE, i.e. 'how a human baby is conceived and is born', following a meeting with a member of the Senior Leadership Team (SLT) to discuss their concerns. The school will document this process.

At our secondary schools, parents and carers have a right to withdraw their children from non-statutory RSHE, i.e. sex education, following a meeting with a member of the Senior Leadership Team (SLT) to discuss their concerns. The Headteacher has the right to deny this request, but must have very strong reasons for doing so, e.g. safeguarding issues. Alternative arrangements will be made for students not attending sex education lessons. All schools will document this process.

2.5.9. Equality

Our primary schools 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.

Our schools celebrate 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 our primary schools as safe, inclusive and caring places for all.

