

CLOCKHOUSE PRIMARY SCHOOL



Relationships, Sex and Health Education Policy

Mission Statement

Our School - A family and a home for everyone

Working and Learning together to be the best that we can be

Our Vision

We are not just a school, we are home!

We lay the foundations for each individual's future and for dreams to be fulfilled - whatever they may be.

No two bricks are the same but are accepted for their uniqueness and are placed in their own special way to meet their needs.

The cement bonds us together as a family to keep us strong, stable and safe.

We are all safe and happy under one roof, we are protected from the elements and prepared to weather every storm.

The key to success unlocks the door to future achievements unseen before.

The windows show us the reflections of our future self as ready, respectful and responsible adults.

Collaboratively, together our home is decorated with challenge and the rooms are furnished with fun.

All around, a variety of trees grow naturally from the seed of success, with nurture and care anything is possible.

So we are not just a school, we are a home that provides a champion for all as well as timeless experiences and skills for a brighter future.

And that is why we are called Clockhouse.

Ring the bell, we're always here!

School Aims

- To enable all children, members of the school community and the wider community to contribute to school life.
- To promote high standards and provide opportunities for all to achieve their full potential.
- To encourage a sense of self-worth and confidence empowering children to fulfil a contributing role in society.
- To create a diverse and challenging learning environment in which children are cared for and feel safe.
- To provide leadership and management which focuses on raising standards and promoting the personal development and well-being of all members of the school community.

Purpose of the policy:

This policy explains the aims of RSHE (Relationship, Health and Social Education). It also describes what we teach and the approaches we use.

This policy helps to ensure that the whole school community including parents, staff, governors and pupils have a shared understanding of this important area of the curriculum.

What is sex and relationships education?

Relationship, Sex and Health Education is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

Moral and values framework

The RSHE curriculum will reflect the school's ethos and demonstrate and encourage the following values:

- Respect for self
- Respect for individuals and human rights
- Responsibility for their own actions
- Responsibility for their family, friends, school and wider community

- The value of family life

Statutory Requirements

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education and Health Education compulsory in all primary schools from September 2020. Sex education is not compulsory in primary schools; however, the Department of Education continues to recommend that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively.

At Clockhouse Primary School, we have chosen to teach aspects of RSE (which go beyond the national curriculum for Science), as we have a responsibility to ensure that all children understand and are prepared for the changes that may take place over time, what healthy relationships are and how they can stay safe whatever the situation.

The statutory national curriculum for science also includes subject content in related areas, such as naming 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, including humans.

It is up to each primary school to determine whether they need to cover any additional content on sex education to meet the needs of their pupils.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Clockhouse Primary School, we teach RSE as set out in this policy.

Faith and cultural perspectives in RSE

The school believes that all young people from all faiths and cultures in the school have an entitlement to RSHE that can support them on their journey through childhood to adolescence and adulthood. RSHE should be sensitive to the range of different faiths in the school.

Aims of the RSE programme

Clockhouse Primary School believes that RSHE in school will be developmental and a foundation for further work. As well as the National Curriculum Science topics, it will be delivered as part of an integrated PSHCE programme across the school.

Policy Development

This policy is developed in consultation with staff, pupils, parents and governors. The consultation and policy development process involves the following steps:

1. Review – a member of staff or working group pulls together all relevant information including relevant national and local guidance.
2. Staff consultation - all school staff are given the opportunity to look at the policy and make recommendations.
3. Governor consultation - all governors concerned are given the opportunity to look at the policy and make recommendations and give their view.
4. Parent/stakeholder consultation – parents and any interested parties are invited to look at the policy and give their view.
5. Pupil consultation- pupils are asked for their input.
6. Ratification – once all amendments are made, the policy is shared with governors again and ratified.

The RSE Curriculum

Our curriculum is set out as per **Appendix 1** but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

The RSHE curriculum at Clockhouse Primary School aims to:

- Provide pupils with accurate and relevant information about the physical and emotional changes they will experience as they grow into adults;
- Develop understanding about the way human beings reproduce;
- Establish the importance of a stable family life and relationships, including the responsibilities of parenthood and marriage;
- Provide opportunities for pupils to develop skills that will enable them to make and maintain appropriate relationships within the family, with friends and within the wider community;
- Enable pupils to develop and reflect upon their beliefs, attitudes and values in relation to themselves and others within the school and community;
- Foster self-awareness and self-esteem and a sense of responsibility and respect for themselves and others;
- Protect children from abuse and raise awareness of what pupils should do if they have any worries.

Topics and themes will be repeated as children progress through the school. These will be covered in greater depth, taking account of pupil's development and the spiritual curriculum content.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in **Appendix 1**

Organisation and delivery of RSE

Relationship, Sex and Health Education is taught through the use of the Personal, Social, Health and Economics Education (PSHE) Programmes, the Science Curriculum and the Early Years Foundation Stage Curriculum.

RSHE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The Science National Curriculum is delivered and although it is more concerned with the physical aspects of development and reproduction, the importance of relationships is inextricably linked within the delivery of programmes.

RSHE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. Active learning methods which involve children's full participation are used.

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Consent in different settings
- Online relationships
- Being safe

For more information about our RSHE curriculum, see **Appendices 1 and 2**

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Specific Issues Statement

All the issues highlighted in this section will be addressed while ensuring pupils are referred to the values of their communities and to discuss the issues with their parents and families if they are able. Up to date medical information will be given in discussion of these subjects, where appropriate. This could be from the school nurse or other visiting Health Professionals.

Puberty

All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes. This will include addressing emotional and physical changes and how young people can deal with these. It is important for boys and girls to understand the changes for their own sex, and for the opposite one. Teachers will need to tailor this theme to the physical and emotional maturity of the pupils.

Menstruation

Our RSHE programme is preparation for menstruation. Boys as well as girls will need to understand menstruation. It may be appropriate to divide the classes into single sex groups for these lessons. Teachers will need to tailor this theme to the physical and emotional maturity of the pupils. Girls will be supported sensitively by the school and will be told whom they can go to for this support.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answering appropriate questions and offering support and guidance.

Answering difficult questions

Any PSHE lesson may consider questions or issues that some will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate or personal information being requested or disclosed by those taking part in the lesson. When pupils ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the pupils, the question may be dealt with individually at another time.

Teachers should not feel that they have to give an answer if they are not sure or do not want to for any reason but must do what they can to ensure pupils have access to the relevant information, if appropriate.

If outside visitors are being used to deliver elements of RSHE, it may be possible to consult with them to answer these questions by getting the pupils to write down questions for the visitors.

Confidentiality and child protection

The classroom cannot be deemed to be a confidential environment and young people should be made aware of this when ground rules are being established at the beginning of the sessions.

As a general rule a child's confidentiality will be maintained by the teacher or member of staff concerned, though it cannot be promised to the students. If this person believes that a child is at risk or in danger, she or he is to talk to the Designated Child Protection Lead and should record this concern through the school's CPoms system and pass this to the Headteacher.

The child concerned will be informed that the confidentiality is being breached and the reasons why. The child will be supported by the teacher throughout the process.

The school's Safeguarding Procedures and the school policy are available to all via the school's website or via the school office.

Inclusion

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents/carers to discuss any concerns with the Headteacher.

Pupils with Special Needs

We will ensure that all pupils receive age appropriate relationship, sex and health education, and we will offer provision appropriate to the particular needs of all our pupils, taking specialist advice where necessary.

Withdrawal from the RSE

The school is committed to working with parents and is aware that some parents prefer to take the responsibility for aspects of this element of education. Under the Education Act 1993, parents can withdraw pupils from parts of RSHE that is outside the compulsory elements contained in the Science National Curriculum. Should parents wish to withdraw their child then this should be put in writing at the earliest opportunity and addressed to the Headteacher. An appropriate senior leader will then contact the parent to discuss the matter.

Use of support agencies

The school appreciates the input of particular expertise that visitors can contribute to the RSHE programme. There are many people who can resource and support school-based relationship, sex and health education such as the school nurse and other health professionals. All visitors must understand, be familiar with and work within the school's RSHE policy. All input to PSHE lessons is part of a planned programme and negotiated and agreed with staff in advance.

Loco parentis remains with the teacher when an outside visitor is leading a class and it is important that the teacher and the visitor have agreed roles and responsibilities so that they do not undermine each other.

Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately and sensitively to pupils whose parents wish them to be withdrawn from the non-statutory or non-science components of RSHE

Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

Parents' Right to Withdraw

Parents do not have the right to withdraw their children from Relationships Education.

Parents have the right to withdraw their children from the non-statutory or non-science components of Sex Education within RSHE.

Requests for withdrawal should be put in writing using the form found in **Appendix 3** of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from Sex Education.

Training and support

The school is committed to the development of all staff in order to raise standards. This is achieved through the Learning and Achievement Plan. Training opportunities are open to all staff based on needs identified in the Appraisal process, personal and whole school needs. Training is organised through the CPD Leader.

Teaching materials and resources

The school has a selection of materials to encourage active and participatory learning methods that it uses to deliver elements of RSHE education.

Materials used will be available for parents to view on request and as part of parental curriculum meetings.

Monitoring and Review

At Clockhouse Primary School, we are aware of the need to review and monitor the school Relationships, Sex and Health Education Policy regularly so that we can take account of revised Local Authority procedures and Government legislation.

The Governing Body is responsible for approving, overseeing, reviewing and organising the revision of the Sex and Relationship Education Policy. The Governing Body will hold the headteacher to account for the implementation of this policy. The Governing Body has delegated the approval of this policy to the Quality of Education Committee, Mr David Leaper, Chair of Governors.

The delivery of RSE will be monitored by Miss Charlotte Spencer (PSHE Lead):

- Planning scrutiny
- Learning Walks
- Book scrutiny
- Pupil and Parent View

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually by Miss Charlotte Spencer (PSHE Lead) and Mrs Natalie Reinecke (Deputy Headteacher). At every review, the policy will be approved by Quality of Education Committee and Mrs Melanie Ferreira, Chair of Governors.

The Headteacher

The Headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSHE (see section on **Parents' Right to Withdraw**).

Date Reviewed: Autumn Term 2025

Review Date: Autumn Term 2026 / or as required

Signed:Chair of Governors Date:

Signed:Headteacher Date:.....

APPENDIX 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none">• That families are important for children growing up because they can give love, security and stability• 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• 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• 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
Caring friendships	<ul style="list-style-type: none">• How important friendships are in making us feel happy and secure, and how people choose and make friends• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties• That healthy friendships are positive and welcoming towards 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• 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

APPENDIX 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none">• 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• Practical steps they can take in a range of different contexts to improve or support respectful relationships• The conventions of courtesy and manners• The importance of self-respect and how this links to their own happiness• 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• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help• 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
Online relationships	<ul style="list-style-type: none">• 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• 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

APPENDIX 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none">• 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• 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) whom 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• 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

Appendix 3

Parent form: withdrawal from Sex Education within RSHE

TO BE COMPLETED BY PARENTS			
Name of child:		Class:	
Name of parent:		Date:	
Reason for withdrawing from Sex Education within Relationships and Sex Education:			
Any other information you would like the school to consider:			
Parent signature:			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents:	