

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

RSHE Statutory Content

By law, primary schools are required to teach relationships and health education, alongside the national curriculum for science and within the context of safeguarding.

Here at Clockhouse Primary School, we acknowledge that parents and carers are a child's first, and most effective, teacher. To ensure that we are working in collaboration with our parents and carers, we will ensure that information about our RSHE curriculum is published on our website for parents and carers to access. When teaching specific content we will also share further information with Parents / Carers as is deemed necessary. We will also continue to ensure that parents and carers have the opportunity to discuss any queries, worries or questions they may have. At Clockhouse Primary School, there is a clear aim to educate pupils about these important subjects alongside parents and carers.

Safeguarding

Pupil's learning in RSHE strengthens safeguarding by ensuring pupils are taught, in an age-appropriate way, how to recognise risk, unsafe or abusive behaviour (including online), and how to seek help or report concerns. Through our P/RSHE lessons, pupils are equipped with the knowledge, language and confidence to speak to a trusted adult, supporting early identification of concerns and helping the school to fulfil its safeguarding responsibilities.

Safeguarding is an important aspect of all of the lessons taught as part of P/RSHE in our school. The school's safeguarding policy applies to and supports all aspects of RSHE. RSHE may provide opportunities for pupils to share concerns or make disclosures, and any such issues will be dealt with in line with the school's safeguarding policy.

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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.

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

At Clockhouse Primary School, our aim is to deliver high-quality Relationships, Sex and Health Education (RSHE), in partnership with parents and carers, in order to support the personal development, wellbeing and future success of all our pupils.

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.

Our RSHE provision aims to:

- Provide high-quality, age-appropriate, pupil-sensitive and evidence-based RSHE that meets statutory requirements.
- Promote respect for the law and for the diverse communities that make up Havering, fostering understanding, inclusion and mutual respect.
- Help pupils to develop a secure understanding of themselves, their relationships and the world in which they live.
- Equip pupils with the knowledge, skills and language they need to make informed, responsible and healthy choices.
- Support pupils to stay safe, including understanding how to recognise risk, seek help and protect their physical and emotional wellbeing.
- Enable pupils to flourish academically, physically, socially and emotionally, both during their time at school and beyond.
- Prepare pupils for the opportunities, responsibilities and challenges of adulthood, in a world that is complex and sometimes difficult to navigate.
- Establish RSHE as a central and valued part of the curriculum, contributing to pupils' lifelong learning and personal development and wellbeing.

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

Equality

The school will comply with the requirements of the Equality Act 2010 and the Public Sector Equality Duty (2014). We will not unlawfully discriminate against pupils, nor tolerate bullying, harassment or victimisation, on the basis of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (protected characteristics). This includes discrimination or bullying directed at a pupil because of the protected characteristics of a parent, carer or other family member. Clockhouse Primary School is committed to fostering an inclusive environment in which all pupils and families are treated with dignity and respect, and where difference is recognised and valued.

Clockhouse Primary School celebrates difference and diversity. The bullying of anyone for any reason is not acceptable. It is expected that the 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 Clockhouse Primary School a safe, inclusive and caring place for all, upholding the core values and ethos of the school. In line with our Rights Respecting Schools approach, we aim to uphold the rights of every child, ensuring they are treated fairly, feel safe, and are empowered to advocate for the rights of others.

SEND

The delivery of the content of RSHE will be made accessible to all pupils, including those with SEND. The SEND team will make decisions on an individual basis for each child they teach. This will depend on that child's stage of development. The SEND team will adapt the school's scheme of work, as well as using other resources that have been made specifically for teaching children with SEND.

Resources

Resources used in RSHE lessons will be carefully selected to ensure they are age-appropriate, evidence-based and appropriate to the developmental stage of pupils. All materials will be reviewed in advance by staff and used sensitively, with consideration given to pupils' backgrounds, experiences and any additional vulnerabilities. Parents and carers can request to see any of the resources being used in school and are also invited to join the parent and carer meetings that are held each year regarding what is taught in RSHE.

At Clockhouse Primary School, we draw from a range of educational resources. For example, PSHE Association materials, Oak National Academy, BBC Newsround, Picture News and a range of PSHE themed storybooks.

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, Mrs Melanie Ferreir, Chair of Governors.

The delivery of RSE will be monitored by Mrs Lisa Bradshaw (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 Mrs Lisa Bradshaw (PSHE Lead) and Mrs Rhian Abeledo (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: **Summer Term 2026**

Review Date: **Autumn Term 2027 / or as required**

Signed:Chair of Governors Date:

Signed:Headteacher Date:.....

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. It also includes aspects of health education and how to keep our bodies safe and healthy.

KS1	Pupils should be taught to: ● identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (Year 1). ● observe and describe how seeds and bulbs grow into mature plants (Year 2). ● notice that animals, including humans, have offspring which grow into adults (Year 2). ● describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene (Year 2). <i>Notes and guidance (non-statutory)</i> Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.
Lower KS2	Pupils should be taught to: ● identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers (Year 3). ● explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal (Year 3). ● identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat (Year 3). ● identify that humans and some other animals have skeletons and muscles for support, protection and movement (Year 3). ● recognise that environments can change and that this can sometimes pose dangers to living things (Year 4). ● describe the simple functions of the basic parts of the digestive system in humans (Year 4). ● identify the different types of teeth in humans and their simple functions (Year 4). <i>Notes and guidance (non-statutory)</i> Pupils should be introduced to the relationship between structure and function: the idea that every part has a job to do. They should explore questions that focus on the role of the roots and stem in nutrition and support, leaves for nutrition and flowers for reproduction. Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions. Pupils should be introduced to the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine and explore questions that help them to understand their special functions. Pupils might work scientifically by: comparing the teeth of carnivores and herbivores, and suggesting

	<i>reasons for differences; finding out what damages teeth and how to look after them. They might draw and discuss their ideas about the digestive system and compare them with models or images.</i>
Upper KS2	Pupils should be taught to: ● describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird (Year 5). ● describe the life process of reproduction in some plants and animals (Year 5). ● describe the changes as humans develop to old age (Year 5). ● identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood (Year 6). ● recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function (Year 6). ● describe the ways in which nutrients and water are transported within animals, including humans (Year 6). ● recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents (Year 6). <i>Notes and guidance (non-statutory)</i> <i>Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.</i> <i>Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.</i> <i>Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.</i> <i>Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.</i> <i>Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</i>

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:	