



Clover Hill Primary School Relationships Sex and Health Education policy

Rational and ethos

This policy covers our school’s approach to Relationships, Sex and Health Education (Sex Education is not compulsory at primary school however we do cover puberty, changing bodies and address any questions and discussions about sex as they arise). It was produced by the PSHCE leader through consultation with staff and governors.

 Relationships, Sex and Health Education are statutory elements taught as part of our wider PSHCE (Personal, Social, Health, Citizenship and Economic Education)

At Clover Hill we strongly believe in the education of the whole child and through Relationships, Sex and Health Education we aim to

* ensure pupils recognise positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults.
* teach pupils how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.
* ensure pupils understand differences and respect themselves and others.
* enable pupils to understand how they live as a part of a family, group or wider community.
* enable pupils to recognise how positive relationships can support mental wellbeing.
* enable children to recognise how to achieve physical and mental health.
* ensure children can keep safe online.
* ensure children have opportunities to learn basic first aid.
* ensure children know how their bodies change during puberty.

We ensure Relationships, Sex and Health Education is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND).

No form of discrimination is tolerated at Clover Hill and we teach all pupils to show respect for those who share the protected characteristics of age, disability, marriage and civil partnership, pregnancy and maternity, race, religion or belief and sex.

We do not explicitly teach about gender reassignment or sexual orientation.

Roles and responsibilities

 The RSHE programme will be led by the PSHCE leader and will be taught in all year groups by all staff.

Legislation

Relationships, Sex and Health Education is compulsory in primary schools from September 2020.

Curriculum design

We cover the statutory elements of:

Families and People who care for me

Caring friendships

Respectful relationships

Online relationships

Being Safe

Through the espresso Health and Relationships scheme.

We also use a school based emotional wellbeing programme Zippy’s friends ( Year 1),Apple’s friends ( year 4) and Passport ( year 5) to complement this.

We look for opportunities to deliver PSHCE/ RSHE in wider contexts as follows

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| **Families and people who care for me** |
| Where this is taught at Clover Hill:Assembly themes: KS1 & KS2Year 1 Autumn Term topic: OurselvesAssembly themes: KS1 & KS2Year 1 Autumn Term topic: OurselvesAssembly themes: KS1 & KS2Year 1 Autumn Term topic: OurselvesY4 Apple’s Friends programmeAssembly themes: KS1 & KS2Year 1 Autumn Term topic: OurselvesAssembly themes: KS1 & KS2Year 1 Autumn Term topic: OurselvesKS1/KS2 NSPCC workshopsY4 Apple’s Friends programme | *By the end of Clover Hill, children will know:*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.  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.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** |
| Assembly themes: KS1 & KS2Y2 Zippy’s Friends programmeY4 Apple’s Friends programme | *By the end of Clover Hill, children will know:*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. Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.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 |
| **Respectful relationships** |
| Where this is taught at Clover Hill:Assembly themes: KS1 & KS2Y2 Zippy’s Friends programmeY4 Apple’s Friends programmeWhole SchoolAnti-Bullying Week - NSPCC Workshops – Autumn termInternet Safety Day – Spring termComputing Curriculum: Online Safety Year 6: RE (Islam) -Summer termNSPCC Workshops – Autumn term | *By the end of Clover Hill, children will know:*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. 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.   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** |
| Where this is taught at Clover Hill:Whole SchoolComputing Curriculum: Online Safety Autumn termNSPCC Workshops | *By the end of Clover Hill, children will know:*People sometimes behave differently online, including by pretending to be someone they are not. The same principles apply to online relationships as to face-toface 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. |
| **Being Safe** |
| Where this is taught at Clover Hill:Whole SchoolNSPCC Workshops – Autumn term | *By the end of Clover Hill, children will know:*What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 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. 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 |
| **Sex Education** |
| This is taught through Science and includes subject content in the following areas: 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. Through school nurse-led puberty sessions, boys and girls in Year 5 and 6 are prepared for the changes that adolescence brings. |
| **Physical Health and Mental Wellbeing Education** |
| **Mental Wellbeing** |
| Where this is taught at Clover Hill:Y2 Zippy’s Friends programmeY4 Apple’s Friends programmeWhole School Assembly themesHeadteacher assembly focus: 5 a day for health and happinessAnti-bullying weekWorld Mental Health day | *By the end of Clover Hill, children will know:*Mental wellbeing is a normal part of daily life, in the same way as physical health. There is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. Recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. Judge whether what they are feeling and how they are behaving is appropriate and proportionate. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. Bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online). It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. |
| **Internet Safety and Harms** |
| Where this is taught at Clover Hill:Whole school: Computing Curriculum: Online SafetyAutumn term | *By the end of Clover Hill, children will know:*For most people the internet is an integral part of life and has many benefits. The benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. Why social media, some computer games and online gaming, for example, are age restricted. The internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. Where and how to report concerns and get support with issues online. |
| **Physical Health and Fitness** |
| Where this is taught at Clover Hill:Y2 Science: Spring termY6 Science: Summer term**Whole School**Y2 Science: Spring termY6 Science: Summer term | *By the end of Clover Hill, children will know:*The characteristics and mental and physical benefits of an active lifestyle. The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, **a daily active mile** or other forms of regular, vigorous exercise. The risks associated with an inactive lifestyle (including obesity). How and when to seek support including which adults to speak to in school if they are worried about their health |
| **Healthy Eating** |
| Where this is taught at Clover Hill:EYFS – Understanding of the World, Physical DevelopmentYear 2 ScienceYear 3 ScienceYear 6 Science – Summer term | *By the end of Clover Hill, children will know:*What constitutes a healthy diet (including understanding calories and other nutritional content). The principles of planning and preparing a range of healthy meals. 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 and Tobacco** |
| Where this is taught at Clover Hill:Year 6 Science – Summer term | *By the end of Clover Hill, children will know:*Facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. |
| **Health and Prevention** |
| Where this is taught at Clover Hill:Year 1 Science – Summer termYear 4 Science –Year 2 Science - | *By the end of Clover Hill, children will know:*How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. Safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. Dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. Personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. Facts and science relating to allergies, immunisation and vaccination. |
| **Basic First Aid** |
| Where this is taught at Clover Hill:Year 5 Summer term: St John’s Ambulance | *By the end of Clover Hill, children will know:*How to make a clear and efficient call to emergency services if necessary. Concepts of basic first-aid, for example dealing with common injuries, including head injuries. |
| **Changing Adolescent Body** |
| Where this is taught at Clover Hill:Year 5 Summer termYear 6 Summer term | *By the end of Clover Hill, children will know:*Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. Menstrual wellbeing including the key facts about the menstrual cycle |

Safe and effective practice

Relationships, Sex and Health Education should be delivered in a respectful environment where pupils feel secure to express their views freely. Staff should agree ground rules for these session with their class. Pupils have the right to opt out of discussions if they do not feel comfortable and staff should ensure that children know they have opportunities to discuss issues on a one to one basis if they wish.

Managing difficult questions

We recognise that children will ask questions which pertain to sex or sexuality and which go beyond the Relationships, Sex and Health Education curriculum. Teachers will aim to answer these questions in an honest, age appropriate manner.

Teachers will decide whether a child’s question should be answered in front of the class or whether it may be more appropriate to answer the child on a one to one basis with another adult present.

In some cases parents / carers will be informed about the content of the questions and the adult’s response.

Safeguarding

Teachers are aware that effective Relationships, Sex and Health Education, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In these cases staff will follow our safeguarding policy and report concerns to the school’s designated child protection staff – the Headteacher and Deputy Head.

Working with parents

The policy will be available to parents through our school website and parents are given the opportunity to comment on the content and ask any questions they may have.

Parents have the right to withdraw their children from Sex Education which is not part of the Primary National Curriculum. In Year 5 and 6 our pupils are taught some aspects of sex education including information about puberty and their changing bodies. Parents will be informed about the content of this and when it will take place. Although they will be encouraged to see this as an important part of their child’s education they will be informed that they have the right to withdraw their child if they wish.

Policy review

The RHSE policy will be reviewed and updated annually by the school’s PSHCE leader.

This Policy will be reviewed in June 2022.