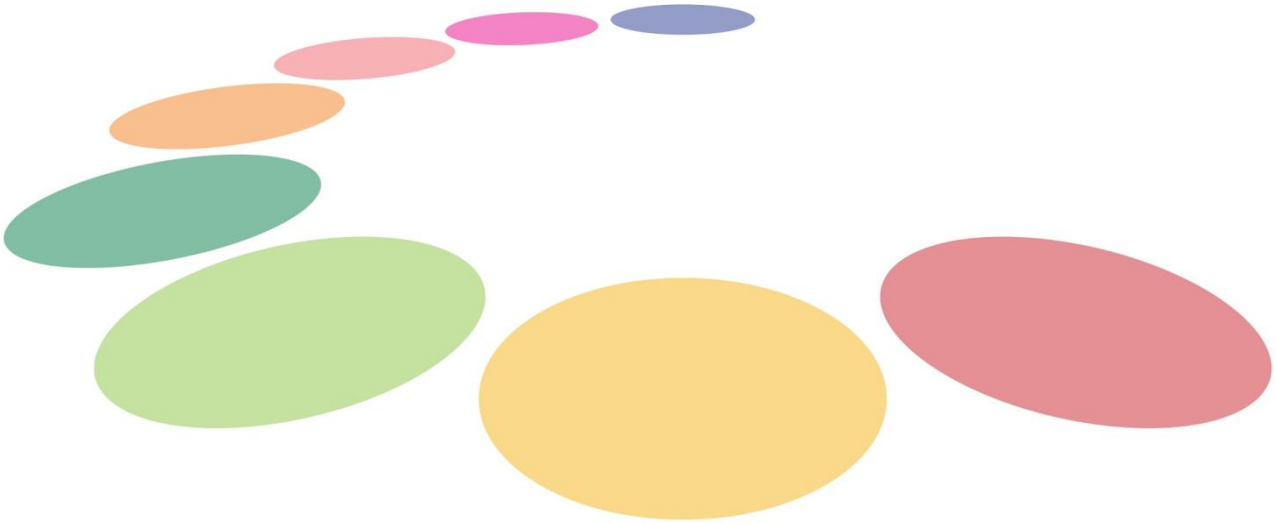
Claremont Primary School

Relationships, Sex and Health Education Policy



The Six Principles Of Nurture

The nurturing approach offers a range of opportunities for children and young people to engage with missing early nurturing experiences, giving them the social and emotional skills to do well at school and with peers, develop their resilience and their capacity to deal more confidently with the trials and tribulations of life, for life.

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

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Draft Date	**Sept 26**
Review Date	**Sept 27**

Introduction

1.1 According to the Relationship and Sex Education (RSHE) Guidance, is that in RHSE "the focus for primary relationships education should be on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe."

1.2 The RSHE curriculum will reflect the values of Claremont Primary School as well as the PSHE programme. It will be taught within the context of relationships and will promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community. Every pupil should receive their full entitlement to RSHE regardless of their gender, race, ethnicity, faith or sexual orientation.

1.3 It is a statutory requirement that the children of Claremont Primary School learn about RSHE within the context of both Science and PSHE teaching and learning. For our children, this includes:

National Curriculum Science – Sex Education (statutory): The formal RHSE national curriculum for science 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.

National Curriculum PSHE – Sex (non-statutory) and Relationship Education: It is widely recognised that RHSE should be more than solely science if it is to meet children's needs. The national RHSE Guidance (DfE (2019) Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance advises schools on the themes that should be covered in RSHE to support pupils through their physical, emotional and moral development. This includes:

- Being taught to respect their own bodies
- Their responsibilities to others
- Building positive relationships with others involving trust and respect
- The importance of committed long term and loving relationships, including marriage
- The importance of self-control, including managing risk
- Hygiene issues
- Cultural difference and diversity in relation to aspects of RHSE

The Equality Act Regulations 2010: The teaching in RHSE should meet the needs of all young people whatever their developing sexuality or family circumstances. Schools should adhere to this guidance dealing sensitively and appropriate with issues around sexuality.

In teaching Relationships Education and RHSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010: It is unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated.

1.4 Aim:

Contributing to the foundation of PSHE, the school's RHSE programme aims to "inform children and young people about relationships, personal safety, hygiene and should enable them to develop personal and social skills and a positive attitude to sexual health and well-being."

- We aim to encourage children to develop morally and spiritually into responsible citizens, and so to make informed decisions about the relationships that they form with others.

1.5 Objectives:

Our RHSE programme of "Imatters" will:

- Provide information which is relevant and appropriate to the age and maturity of the pupils;
- Include the on-going development of communication and social skills
- Encourage the exploration and clarification of values and the development of positive attitudes.
- We aim to build on and develop the children's existing knowledge and experience of their bodies, relationships and the world around them. By using a knowledge-based approach, we feel that pupils will be better able to approach puberty and will develop into more confident adolescents.
- We use a consistent approach throughout the school in educating the pupils through formal and informal methods, cross curricular themes, science lessons, use of visiting health professionals and visits out of school.

Organisation

2.1 Curriculum

The minimum statutory requirement for RSHE is that schools must deliver the National Curriculum for Science to all children within school. In addition to the Science National Curriculum, PSHE provides an appropriate vehicle for delivering statutory Relationships Education and Health Education.

The school uses the "Imatters" scheme, promoted by Manchester Healthy Schools, to deliver a comprehensive spiral curriculum for both Relationships and Health Education across Years 1 to 6. This framework ensures a sensitive, age-appropriate progression of knowledge, understanding, and personal skills as pupils move through the school.

Through this spiral curriculum, learning is integrated across the year to cover core statutory strands, including:

- **Relationships Education:** Building positive friendships, family structures, respect, online safety, boundaries, and conflict resolution.
- **Physical Health and Mental Wellbeing:** Maintaining healthy lifestyles, personal hygiene, sleep, mental wellbeing, dental health, and awareness of substances (including tobacco, alcohol, and vaping).
- **Personal Safety and Risk:** Managing risk in daily life (including road, water, railway, fire, and digital safety).
- **Changing Adolescent Body and Puberty:** Understanding the biological and emotional changes during puberty—taught in the summer term for Years 5 and 6 as part of the science statutory curriculum—using correct anatomical terminology for body parts to support safeguarding and health.

In line with our commitment to inclusion, RSHE learning is adapted and supported to meet the needs of pupils with SEND or EHCPs through targeted differentiation, visual aids, pre-teaching, and tailored resources.

2.2 Dealing with difficult questions

Within school, clear parameters of what is appropriate and inappropriate to answer as a question are established within this RHSE Policy:

- Clear ground-rules and boundaries must be established based on: Respect; Confidentiality; No personal questions; No disclosures about other pupils; Questions must be relevant to the lesson content.

- How do you know when a question is age inappropriate? – If the answer is NOT covered in the curriculum for the year the child is in.

- Questions will fall into 3 categories:

~ 'Silly questions' – do not answer and remind the child of the ground-rules.
~ 'Concerning questions' – follow the school safeguarding procedures.
~ 'Genuine but age inappropriate questions' – acknowledge the question and promise to attend to it later on an individual basis.

2.3 Use of Visitors

Health professionals who are involved in delivering programmes are expected to work within the schools' Relationship and Sex Education Policy and under the instruction of the Headteacher. However, when they are in their professional role such as the school nurse in consultation with an individual pupil they should follow their own professional codes of conduct (this is the case irrespective of who is paying them). A school's RHSE Policy must make this clear to parents. Where possible, a school nurse will support the teaching and learning of the "Imatters" curriculum. All visitors adhere to confidentiality and safeguarding procedures.

2.4 Working with Parents

We recognise that there may be a variety of responses from parents to the RHSE curriculum. Some parents will want the school to take total responsibility for educating their child about Relationship and Sex Education with very little involvement from themselves, while other parents may not want the school to give their child any information about this subject at all. Following parent consultations, at Claremont we only cover the statuary relationship, health and science aspects of the curriculum. In response to the wishes of the parents and carers, the children will be taught in a group of boys/girls where the lesson involves sensitive content. Boys will be taught by a male member of teaching staff and girls will be taught by a female member of teaching staff where possible, if the lesson involves sensitive content. No moving images will be shown.
There is no right to withdraw from Relationships Education, Health Education, or National Curriculum Science. Because Claremont Primary School does not teach additional non-statutory Sex Education, there is no right to withdraw from any part of this curriculum

The role of the Headteacher

3.1 It is the responsibility of the Headteacher to ensure that staff and parents/carers are informed about this Relationships and Sex Education Policy, and that the policy is implemented effectively. It is also the Headteacher's role to ensure that staff are given sufficient training, so that they can teach effectively and handle any issues appropriately.

3.2 The Headteacher, PSHE Leader and Lead Professional for Safeguarding will liaise with external agencies regarding the school RHSE programme and ensure that all adults who work with children on these issues are aware of the school policy on safeguarding and confidentiality and work within this framework. **Any** disclosures made during RSHE lessons will be handled directly in accordance with standard safeguarding procedure

3.3 The Headteacher will monitor the policy.

The role of Governors

4.1 The Governing Body has the responsibility of setting down these general guidelines on Relationships and Sex Education. The governors will support the Headteacher in following these guidelines. Governors will inform and consult with parents/carers about the Relationships and Sex Education Policy. Governors will also liaise with the LA and health organisations so that the school's policy is in line with the best advice available.

The role of parents/carers

5.1 The school is well aware that the primary role in children's healthy outcomes lies with parents/carers. We wish to build a positive and supporting relationship with the parents/carers of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we will:

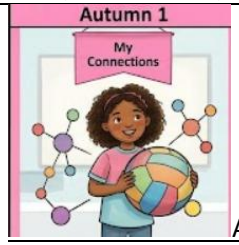
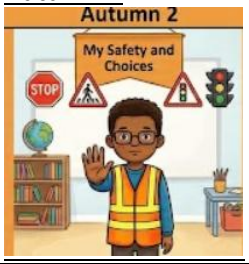
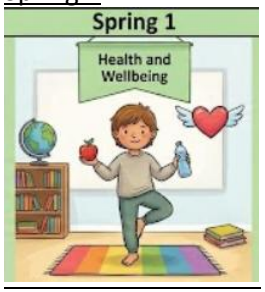
• Inform parents/carers about the school RHSE policy and practice;
• Annually Invite parents/carers to view the materials used to teach about RHSE in our school;
• Answer any questions parents/carers may have about the RHSE their child receives in school;
• Take seriously any issue which parents/carers raise with teachers or Governors about this policy or the arrangements for RHSE in the school;
• Encourage parents/carers to be involved in reviewing the school policy and making modifications to it as necessary. Policies will be found on the school website;
• Inform parents/carers about the best practice known with regard to RHSE so that the parents/carers can support the key messages being given to children at school.

Monitoring and review

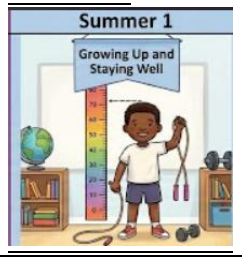
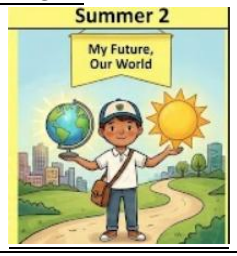
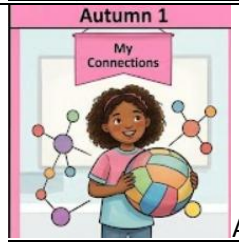
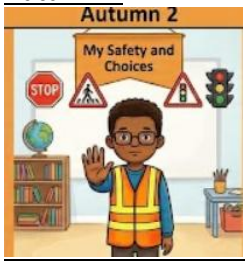
6.1 The Standards and Attainment Committee of the Governing Body on an annual basis will monitor the RHSE Policy. This committee will report their findings and recommendations to the full Governing Body as necessary, if the policy appears to need modification. The curriculum committee takes into serious consideration any representation from parents/carers about the RHSE programme and comments will be recorded.

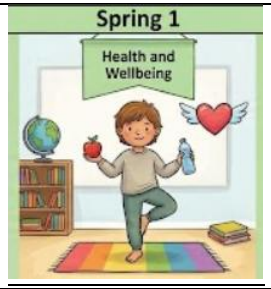
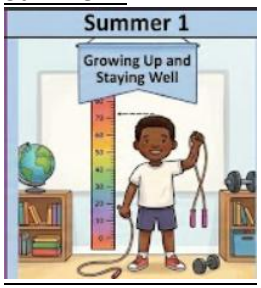
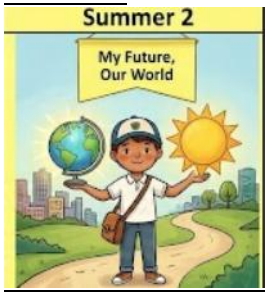
Appendix A

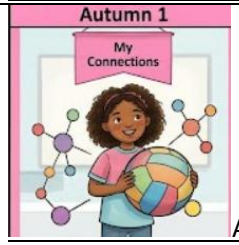
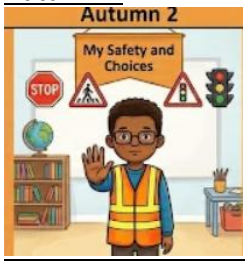
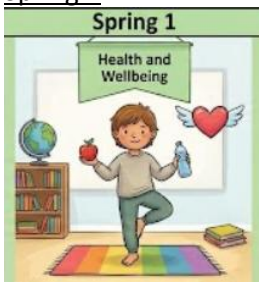
- KS1 (Year 1 and 2) I Matter curriculum overview

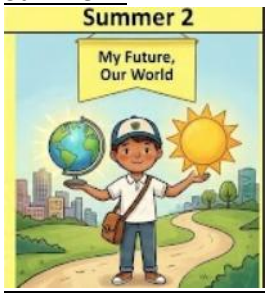
 Autumn 1	• Why are families important for helping us feel loved, safe, and secure? • What makes a caring and happy family? • Why are friendships important? • How can we help others feel included? • Why do friendships sometimes have problems, and how can we solve them? • How can we tell if a family or friendship situation feels unsafe or upsetting?
Autumn 2 	• How can I share and be safe with others? • What is personal space and how can we keep safe? • Is it ok to keep secrets? • Who can we talk to if something makes us feel unsafe or unsure? • How can we recognise dangers around us and how can we keep safe? • How can we stay safe near roads, railways and water, including following simple safety rules?
Spring 1 	• How can we recognise different feelings and talk about them? • What activities help us feel happy and well? • What should we do if we feel lonely, sad, or worried, and who can help? • How can we be kind to others and understand how bullying affects people? • What does a healthy diet look like, and why is it important for our bodies? • Why is being active good for our bodies and minds?
Spring 2 	• What is the internet and how do people use it? • How can we be kind and respectful if I am online? • How much time should we spend online? • Why are some apps, videos and games not suitable for us? • Who should I share information with? • What should I do if I see something that makes me feel uncomfortable?

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Summer 1 	• How can we keep our body clean and healthy? • How can we look after our teeth? • How can we stay safe in the sun? • Why do we need good sleep, and how can we develop healthy bedtime routines? • How can I understand me and my body? • How can change or loss make us feel different emotions?
Summer 2 	• What are class rules? (British Values) • What groups of communities am I part of? • What is the environment? • How can we look after the environment? • Where does money come from? • How do we make choices about spending money?
LKS2 (Year 3 and 4) I Matter curriculum overview	
 Autumn 1	• What qualities make a friendship trusting, respectful, and enjoyable? • How can we tell when a friendship is becoming unkind or unhealthy? • Why is it important to think about other people's needs, and why can balancing everyone's needs be difficult? • What are healthy boundaries in relationships, and how can we respect them? • How can we express our feelings safely and manage conflict? • What is the difference between being assertive and being controlling, and how can we be kind without forgetting our own needs?
Autumn 2 	• How can we understand privacy and boundaries? • How can we recognise when a situation, relationship or request is unsafe? • What are the risks of some harmful substances? • How can we recognise hazards in different places and make safer choices? • How can we stay safe near roads, railways and water by using safety codes and spotting danger? • How can we safely respond to injuries and know what to do when someone needs basic first aid?
Spring 1	• How can different emotions affect us? • How do we know if our feelings and behaviour are appropriate? • What can we do to look after our general wellbeing each day and practice healthy routines?

	• What does self-care look like for me and how can I communicate my needs? • How can we build regular physical activity into our routines and why is it important? • What makes a healthy relationship with food, and how do we make choices about eating? •
Spring 2 	• How do online relationships compare with in-person relationships, and what are their advantages and disadvantages? • How can we tell if online relationships or information are trustworthy, especially from people we've never met? • How can we use privacy settings and careful sharing to protect our information online? • Why is there a minimum age for social media, and how does it help keep children safe? • What happens when something is shared online, and why might people behave differently when online? • How can negative experiences online impact wellbeing?
Summer 1 	• How can we talk about our own boundaries and understand that our bodies belong to us? • How do vaccines work, and why are immunisations offered to protect our health? • Why are regular dental check-ups and good oral hygiene important? • How can we improve the quality of our sleep, and how does poor sleep affect our body and mood?
Summer 2 	• How do rules and laws protect us? • What's the difference between my local British communities and global communities? • How do we look after our money? • What are the links between work and money? • What are the rights of the child? • What is sustainability?

UKS2 (Year 5 and 6) I Matter curriculum overview	
 Autumn 1	• Why is it important to respect others, especially people who are different from us? • What practical skills can we use to build strong, healthy relationships in different situations? • How do good manners and courtesy help us get along with others? • What is self-respect, and how can we develop our confidence and identity? • What kinds of bullying exist (including online), how does bullying affect people, and what should we do if we see it? • What are stereotypes, why are they harmful, and how can we challenge them and ask for help when we feel unsafe?
Autumn 2 	• How can we identify unsafe relationships, understand who to trust and how to respond safely? • How can we report unsafe situations or things that concern us? • What are the facts and risks of legal and illegal harmful substances, including nicotine addiction and vaping products? • How do we assess risks in different environments and take steps to keep ourselves and others safe? • How can we apply the water safety code and understand risk around roads and railways? • How do we make an efficient emergency call and use basic first-aid skills to help with common injuries?
Spring 1 	• How can we understand and talk about a wide range of emotions, including feeling worried or low? • What is the impact of bullying, including cyberbullying, on wellbeing, and how can we help ourselves or others? • How can we keep ourselves mentally and physically healthy through active lifestyles and positive wellbeing habits? • What are the risks of being inactive, and how can we make healthy choices to protect our physical health? • How can we plan and prepare healthy meals and understand the effects of poor diet on the body? • How do rest, hobbies, community involvement, and supportive relationships contribute to long-term wellbeing?
Spring 2 	• How can we show responsibility and respect through our online behaviour and understand its impact on others? • How can we make respectful choices online, even when people are anonymous or pressure us? • How can too much screen time or certain online content affect our mental and physical wellbeing? • Why are some websites, games, apps, and online activities age-restricted, and what risks do they protect us from? • How can we recognise online risks such as scams, monetisation in games, financial harm, or addictive behaviours? • How can we take a critical approach to online information, understand how it is targeted, protect our data rights?
Summer 1	• What can we do to protect our long-term health?

	• How can change, loss or bereavement impact our wellbeing, and how do people respond differently? • What's normal for my body and my health? • How do we maintain good personal hygiene, and why is it important? • What are the physical and emotional changes of puberty?
Summer 2 	• How are rules and laws made and changed? • What is Fairtrade? • How do people manage money? • How can I develop my enterprise skills? • Why is it important to be critical of the media online and offline? • What is racism? • What do I want to be?