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| Cleves Primary School |
| Relationships and Health Education / PSHE Policy |
| Review date: September 2025 |

At Cleves Primary School, we will provide age-appropriate relationships and health education (RHE) to all pupils as part of the school's PSHE curriculum. Our school aims to assure parents and pupils that all aspects of RHE will be delivered in a safe space, allowing time and compassion for questions at a level that every pupil understands. Sensitive topics relating to RHE will be delivered in a sensitive manner as part of a whole-school approach where parents and teachers work in partnership.

RHE is compulsory in all primary schools in England. The key topics applicable for all key stages have been carefully planned in consultation with responses from parents, young people, schools and experts.

We understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships education, which is required to be delivered to every primary-aged pupil.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and ensures can talk to a trusted adult if there is anything worrying them. Health education focusses on equipping pupils with the knowledge they need to make informed decisions about their own health and ensures they receive factual information about the changes they will experience emotionally and physically during puberty.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based RHE curriculum for all our pupils. This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered.

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. Academies are not compelled to teach science as it appears in the national curriculum, however, they are expected to only use alternatives where it can be demonstrated that the alternatives enable schools to provide a science curriculum of an even higher standard than that offered by the national curriculum. At Cleves Primary School we therefore choose to teach science in line with the national curriculum. There continues to be no right to withdraw from national curriculum science.

Providing the agreed vocabulary to be used during the lessons to ensure a consistent approach.

- Ensuring the subjects are age-appropriate and high-quality and up-to-date.

- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, and health curriculum.
- Ensuring the relationships and health curriculum, as well as any optional sex education, is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Liaising and working in partnership with parents and carers to support further conversations at home and to share the resources ahead of teaching upon request.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

Parents are responsible for:

- Enabling their children to grow and mature and to form healthy relationships.
- Supporting their children through their personal development and the emotional and physical aspects of growing up.
- Ensuring that they are aware of aspects of the curriculum, including when it is going to be delivered and the content.
- Supporting their children's personal, social and emotional development, by working with the school to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school PSHE.
- Seeking additional support in this from the school where they feel it is needed.
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Every primary school is required to deliver statutory relationships education and health education. The delivery of the relationships education and of health education coincide with one another and will be delivered as part of the school's PSHE curriculum.

For the purpose of this policy:

- **"Relationships education"** is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online.
- **"Health education"** is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

The relationships and health curriculum takes into account the views of teachers, pupils and parents. The school has organised a curriculum that is appropriate for the age and developmental stages of pupils within each year group. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

The school is dedicated to ensuring our curriculum meets the needs of the whole-school community; therefore, the curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs. For example, if there were to be a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to address this issue.

The school will consult with parents, pupils and staff in the following ways:

- Questionnaires and surveys
- Focus groups
- Meetings
- Training sessions
- Newsletters and letters

The school understands the important role parents play in enhancing their children's understanding of relationships and health and how important parents' views are in shaping the curriculum. The school will provide parents with frequent opportunities to understand and ask questions about the school's approach to RHE.

The school will consult closely with parents when reviewing the content of the school's RHE curriculum and will give them regular opportunities to voice their opinions. The school will use the views of parents to inform decisions made about the curriculum content and delivery; however, parents will not be granted a 'veto' on curriculum content, and all final decisions will be made by school. The school will permit parents access to all curriculum materials and the school will not enter into contracts with outside providers that seek to prevent parents from seeing materials.

Parents will be provided with the following information:

- The content of the relationships and health curriculum
- The delivery of the relationships and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns, and help parents in managing conversations with their children on the issues covered by the curriculum. Parents will also be consulted in the review of this policy and encouraged to provide their views at any time.

The school will ensure that keeping children safe and preventative education remain at the heart of PSHE subjects.

Through effective organisation and delivery of the subject, the school will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional development. The school will ensure that all teaching and materials are appropriate for the ages of the pupils, their religious

backgrounds, their developmental stages and any additional needs, such as SEND. Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.

Pupils will receive their entitlement for learning PSHE through a spiral curriculum which demonstrates progression. The RHE programme is delivered through a variety of opportunities including:

- Designated PSHE time as part of a spiral curriculum
- Use of external agencies and/or services
- School ethos
- Small group work
- Cross curricular links
- Assemblies
- Enrichment days and weeks
- Residential trips

Terminology

In recognition of the fact that the use of code names for body parts can facilitate the normalisation of child sexual abuse, teaching staff will use and teach pupils the anatomically correct names for body parts.

Teachers will stop full class discussions where pupils begin to reveal personal, private information related to sensitive issues. If teachers feel concerned about anything shared by a pupil, they will follow the appropriate response as laid out in the Child Protection and Safeguarding Policy.

The programme will be designed to incorporate all pupils, and activities will be planned to ensure all are actively involved.

Teachers will focus heavily on the importance of healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.

The school understands its responsibilities in relation to the Equality Act 2010; specifically, that it must not unlawfully discriminate against any pupil based on their protected characteristics.

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school will ensure that RHE programme is inclusive, and caters to the needs, of pupils with SEND or other support needs, such as those with SEMH needs.

Teachers will understand that they may need to adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other support needs.

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action

to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.

When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

In order to foster healthy and respectful peer-to-peer communication and behaviour between all pupils, the school implements a robust Behaviour Policy, as well as a Child Protection and Safeguarding Policy, which sets out expectations of pupils.

The school understands that RHE may include topics which are triggers for teaching staff, and could relate to historic, recent, or current trauma. If this is the case, the school encourages staff to approach their line manager or the wellbeing lead to discuss this.

The school seeks opportunities to draw links between RHE and other curriculum subjects wherever possible to enhance pupils' learning. RHE will be linked to the following subjects in particular:

- **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- **Computing and ICT** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- **Citizenship** – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
- **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

RHE are statutory at primary and parents do not have the right to withdraw their child from the subjects.

Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

The school will aim to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the school's Child Protection and Safeguarding Policy should be followed.

PSHE Curriculum Overview

| | <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Spring 1</u> | <u>Spring 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
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| Nursery (PSED) | <p><u>Rules and Routines of the Classroom</u> - Identifying class rules and following them</p> | <p style="text-align: center;"><u>Sharing</u></p> <p>g - Understanding the importance of sharing - Implementing it into their play</p> | <p style="text-align: center;"><u>Self-care</u> - Identifying the toilet and eating routines - Understanding how to put on and take off coats, scarves, hats etc...</p> | <p style="text-align: center;"><u>Keeping Safe</u> - Identifying risks in school and at home - Understanding what to do when there is a risk</p> | <p style="text-align: center;"><u>Friendships</u> - Exploring what friendship is and the importance of being kind -Modelling positive relationships with staff and children</p> | <p style="text-align: center;"><u>Recognising Feelings and Emotions</u></p> <p>s - Identifying emotions -Explaining why we feel like this</p> |
| Reception (PSED) | <p><u>Rules and Routines of the Classroom</u> - Understanding and embedding class rules and 5Cs -Knowing about toilet and eating routines - Explain the need for rules</p> | <p style="text-align: center;"><u>Teamwork</u></p> <p>rk - Recapping how to share -Identifying the importance of working together and as teams -Turn taking</p> | <p style="text-align: center;"><u>I Am Special</u> - Identifying what makes you special -Increasing confidence to talk in front of class - Understanding similarities and differences</p> | <p style="text-align: center;"><u>Personal Hygiene</u> - Exploring what we need to do to stay safe and well - Washing regularly -Brushing teeth - Sleeping well at night</p> | <p style="text-align: center;"><u>Respecting Others</u> - Understanding the similarities and differences in class - Celebrating the classes diversity -Turn taking</p> | <p style="text-align: center;"><u>Managing Feeling and Emotions</u> - Exploring why we feel the way we do - Identifying what we can do to make us feel better</p> |

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| <p style="text-align: center;">Year 1</p> | <p><u>Growing and Changing- How it Affects Me.</u></p> <ul style="list-style-type: none"> - Understanding the different stages in a person's life - Setting achievable goals | <p><u>Recognising and Dealing with Feelings and Emotions.</u></p> <ul style="list-style-type: none"> - Developing strategies to respond to a range of feelings - Understanding how your behaviour can affect people | <p><u>Rights and Responsibilities</u></p> <ul style="list-style-type: none"> - Understanding why classroom rules are important - Describing the local environment and the people that live there - Explaining how to improve our local environment | <p><u>Keeping Safe In and Outside the Home</u></p> <ul style="list-style-type: none"> - Identify harmful products - Understand how to keep safe around harmful products - Explaining how to keep safe on the internet | <p><u>Similarities and Differences between families</u></p> <ul style="list-style-type: none"> - Understanding how everyone is unique and what being unique means - Similarities and differences between ourselves and others | <p><u>What Makes People and Communities Unique</u></p> <ul style="list-style-type: none"> - Knowing and understanding the importance of listening - Recognising characteristics of a healthy family |
| <p style="text-align: center;">Year 2</p> | <p><u>How to Recognise and Live a Healthy Lifestyle</u></p> <ul style="list-style-type: none"> - Understanding what a healthy lifestyle is - Explain the importance of exercise to a healthy lifestyle | <p><u>Healthy Relationships with Family and Friends</u></p> <ul style="list-style-type: none"> - Understanding what a secret is and explain how secrets can make me feel uncomfortable and worried - Identify who special people are in my life | <p><u>Rights, Responsibilities and Our Roles in a Community</u></p> <ul style="list-style-type: none"> - Explaining that all living creatures have rights and needs - Identifying the communities you belong to | <p><u>Privacy, Secrecy and Worry</u></p> <ul style="list-style-type: none"> - Recognising who can help you in your local community - Develop an understanding of what is meant by privacy | <p><u>Bullying, Teasing and Boundaries</u></p> <ul style="list-style-type: none"> - Understanding the difference between teasing and bullying - Identifying strategies to handle teasing and bullying | <p><u>Understanding Money</u></p> <ul style="list-style-type: none"> - Explaining how to keep money safe - Understanding where money comes from - Explaining what charitable donations are and why they are important |

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| Year 3 | <p><u>Dealing with Change as I Get Older</u></p> <ul style="list-style-type: none"> - Recognising your areas for improvement and setting goals for the future - Understanding how to deal with conflicting emotions | <p><u>Recognising and Dealing with Healthy and Unhealthy Relationships</u></p> <ul style="list-style-type: none"> - Recognising different kinds of relationships (friends, family, acquaintances) - Understanding how their actions affect themselves and others | <p><u>Cultures and Communities</u></p> <ul style="list-style-type: none"> - Identifying institutions that support communities locally and nationally - Recognising the role of voluntary, community and pressure groups. | <p><u>Avoiding and Dealing with Danger</u></p> <ul style="list-style-type: none"> - Differentiating between the terms risk, danger and hazard - Recognising, predicting and assessing potential risks in the local environment | <p><u>Emotions, Secrets and Dares</u></p> <ul style="list-style-type: none"> - Developing strategies to respond to a range of feelings appropriately - Understanding the concept of a 'secret' - Explaining what a dare is and how dares can make me feel | <p><u>Responsibilities and Differences</u></p> <ul style="list-style-type: none"> - Understanding your responsibilities, rights and duties at home and in school - Describing skills necessary to resolve a difference. |
| Year 4 | <p><u>Lifestyles</u></p> <ul style="list-style-type: none"> - Understanding mental wellbeing is a normal part of daily life - Recognising what effects our physical health | <p><u>Dealing with Differences</u></p> <ul style="list-style-type: none"> - Explaining the importance of listening and understanding how to listen respectfully - Recognising different types of discrimination | <p><u>Rules, Rights and Laws</u></p> <ul style="list-style-type: none"> - Understanding how rules and laws keep us safe - Explaining human rights and why we have them - Exploring universal rights | <p><u>Keeping Physically Safe</u></p> <ul style="list-style-type: none"> - Understanding school rules in health and Safety - Classifying situations into emergencies and non-emergencies - Explaining what to do in an emergency situation | <p><u>Working Collaboratively while Maintaining Personal Values</u></p> <ul style="list-style-type: none"> - Identifying positive points and room for improvement - Working collaboratively towards a shared goal | <p><u>Respecting Values Traditions and Customs</u></p> <ul style="list-style-type: none"> - Explaining your own values, traditions and customs - Researching various cultures around the world and their customs and beliefs |

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| <p style="text-align: center;">Year 5</p> | <p><u>Loss and Change</u></p> <ul style="list-style-type: none"> - Explaining various transitions in loss - Identifying strategies to cope with loss, bereavement and separation - Identifying changes in the life cycle | <p><u>Stereotypes</u></p> <ul style="list-style-type: none"> - Recognising similarities and differences in people - Understanding what 'protected characteristics' are | <p><u>Gang Awareness</u></p> <ul style="list-style-type: none"> - Understanding the needs of our local community - Explaining what a 'gang' is and what 'grooming' in a gang is - Explaining the dangers associated with knives | <p><u>Dangers of Media and Alternatives to Technology</u></p> <ul style="list-style-type: none"> - Developing strategies to stay safe online - Understanding how to manage images of yourself online - Understanding how media images do not always represent reality | <p><u>Self-Respect and Healthy Relationships</u></p> <ul style="list-style-type: none"> - Understanding the importance of self-respect and how this links to your own happiness - Understanding the conventions of manners and courtesy - Recognising a range of relationships | <p><u>Understanding Finances in the Home</u></p> <ul style="list-style-type: none"> - Understanding how finance plays an important part in people's lives - Identifying ways you can be a critical consumer - Understanding the terms 'interest', 'loan' and 'debt' |
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| <p style="text-align: center;">Year 6</p> | <p style="text-align: center;"><u>Drug Awareness</u></p> <ul style="list-style-type: none"> - Explaining what is meant by the term drug and identifying common and uncommon drugs - Identifying the risks with taking drugs | <p style="text-align: center;"><u>Understanding the Effects of Choices and Actions on Others As Well As Ourselves</u></p> <ul style="list-style-type: none"> - Developing an understanding of what kind of physical contact is acceptable or unacceptable - Explaining what kind of physical contact is acceptable or unacceptable | <p style="text-align: center;"><u>How Money is Used in a Community</u></p> <ul style="list-style-type: none"> - Understanding how the distribution of money can affect the environment - Evaluating how funds are distributed in our local community | <p style="text-align: center;"><u>Mobile Phone Usage and Pressure</u></p> <ul style="list-style-type: none"> - Understanding what influences behaviour (including peer pressure and the media) - Recognising situations where mobile phone safety might be compromised | <p style="text-align: center;"><u>Online Relationships</u></p> <ul style="list-style-type: none"> - Develop an understanding of various online relationships - Creating a set of rules and principles for staying safe online - Analysing what apps are age appropriate | <p style="text-align: center;"><u>Creating an Enterprise</u></p> <ul style="list-style-type: none"> - Understanding what an enterprise is - Identifying some of the steps needed to set up an enterprise project - Describing and demonstrating how research can help find out if an enterprise will be successful |
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