

Claycots School



Relationships & Health Education Policy

Owner:	Head Teacher
Date Ratified:	September 20 th 2023
Ratified by:	Full Governing Body
Date Policy to be reviewed:	Autumn 2025

The aim of Claycots School is to be a high achieving school at the heart of the community where children and staff learn effectively and everyone is valued as an individual, treated fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We aim to embed our school values in all that we do at Claycots. This policy has been written with these values in mind:

- Integrity
- Kindness
- Respect
- Curiosity

Introduction

Relationship and Health Education (RHE) will reflect the values and aims of our curriculum. RHE is taught in the context of relationships, responsibilities and growth. In addition, RHE will promote self-esteem and emotional literacy, healthy living and wellbeing and help the children form and maintain positive and healthy relationships, based on respect for themselves and for others, at home, school, work and in the community.

We aim to provide a holistic education for all children. Every pupil will receive their full entitlement to RHE regardless of their educational ability, gender, race, disability, sexual orientation, ethnicity, gender identity or faith. We aim to support children in their emotional, cultural and social, as well as academic, development. Through our curriculum children will learn to understand and respect our British Values as well as diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Definition

Relationship and Health Education (RHE) is about the emotional, social and cultural development of pupils, and involves learning about relationships, physical and mental health, sexuality, healthy lifestyles, diversity and personal identity. RHE involves a combination of sharing information, and exploring issues and values.

Intent

The RHE Curriculum brings together, physical, emotional and spiritual education, which is designed to equip children with the understanding, knowledge and skills they need in the real world to safely make new meaningful relationships and understand any threats. The children are encouraged to reflect on their learning, build upon ideas and beliefs and challenge their views. The core purpose of the curriculum is to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community, enabling confident, emotionally intelligent and reflective citizens.

Our Relationships, and Health Curriculum ensures that our children develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

We have developed a clear coverage and progression of skills and content in PSHE, RE, Physical Education and Mental Health and wellbeing. These disciplines do not stand alone, they complement each other and are taught to ensure links are made throughout the learning

process.

The key aims of Relationship and Health Education (RHE) at Claycots are to:

- Provide a holistic and age-appropriate curriculum in which sensitive discussions can take place.
- Prepare children for puberty and give them an understanding of physical and emotional development and the importance of health and hygiene.
- Support children in developing feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of equality, sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Prepare children for living in a diverse and ever evolving world, providing them with the correct knowledge, terminology and ensuring that misconceptions are addressed so that children know more, remember more and understand more about RHE.
- Ensure that the curriculum design is underpinned by our school values and fundamental British Values.
- Provide an inclusive, calm and safe environment in which sensitive discussions can take place so that pupils have confidence to ask questions.
- Teach children about what a positive self-image is and how having a positive view of ourselves enhances our mental health and wellbeing.

Implementation

At Claycots we choose to deliver Personal, Social, Health Education using Jigsaw, the mindful approach to PSHE. The school will also use other recommended schemes where relevant that complement our approach and the policy.

- Relationship and Health Education is delivered through the Science, RE and PSHE Curriculum. A planned and co-ordinated approach to each subject area provides an appropriate framework for the objectives of RHE to take place.
- RHE is taught by class teachers who have received training in delivering the content to their classes. The sessions will be underpinned by the mindfulness approach and will be taught using range of teaching methods including philosophical questioning, debate, use of ICT, discussions, looking at case studies, drama and role-play.
- Relationship and Health Education is usually delivered in mixed gender groups, however, there may be occasions where single gender groups are more appropriate and relevant. On these occasions' parents will be communicated with.
- The children's reflections of their learning will be evidenced in Jigsaw journals where they are encouraged to present their reflections.
- RHE will be taught across the school year in PSHE lessons and within elements of the Science curriculum.

Through the PSHE Curriculum design we have ensured robust coverage, progression and planning for all units. Each series of lessons has a clear structure and assessment is based on age related expectations that are in line with National Curriculum objectives. The assessments

and/or evaluations of the units will inform the planning process, children's next steps and support us in refining and developing this curriculum further.

Statutory requirements

The Department for Education has already passed legislation to include mandatory Relationships and Health Education in the National Curriculum for primary schools from September 2020.

Primary aged children will learn that not all families are the same and to respect these differences. They will also learn about bullying and how to treat others with respect, whether this is within their immediate relationships, or in the wider community (this is covered in the Jigsaw unit 'Celebrating differences').

The guidance also states that when learning about different families, care should be taken to avoid stigmatisation of children based on their home circumstances. It also reaffirms the duty for schools to comply the law (including the Equality Act 2010 and the Marriage Act 2013) as it applies to relationships, so that children and young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make, within the Equality Act, where sexual orientation and gender-reassignment are two of the nine protected characteristics.

The Relationships and Health Education guidance does not suggest a specific age when LGBTQ should be brought into the curriculum, but there is an expectation for it to be included in a sensitive and age-appropriate manner. (See Appendix 1 for Statutory guidance summary)

Schools are also required to promote fundamental British values including democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

What does the Relationship and Health Education curriculum cover?

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'. The guidance states that by the end of primary school all children should know: 'how to report concerns or abuse, and the vocabulary and confidence needed to do so'.

The guidance states that Relationships Education should promote equal, safe and enjoyable relationships and be taught in a way which fosters LGBTQ+ and gender equality, in line with the Equalities Act 2010. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their relationships and to take responsibility for their sexual health and wellbeing.

At Claycots, RHE enables children to understand what good practice in being inclusive looks like and reflecting difference through teaching, creating a positive culture and ensuring that any incidents of negative behaviour are not tolerated. Opportunities within the curriculum might arise, for example, when considering different types of family, the law around marriage or different marriage customs. Underpinning this work with the fundamental British values of acceptance, tolerance and valuing difference will allow us to make clear that the views of different faiths can vary but difference will be accepted and valued within the law.

The Department for Education is very clear that parents do not have the right to dictate or veto the content of Relationships and Health Education on the grounds of protected characteristics. We will ensure that fundamental British values are promoted and protected characteristics are reflected to ensure that no one characteristic is seen to be valued over another.

Teaching children to accept difference and to foster good relationships with others

RHE does not 'promote' LGBTQ lifestyles. However, it does raise children's awareness that

some people in society are LGBTQ. This is not done in isolation. When discussing similarity and difference in lessons, children learn about a whole range of differences, such as difference in physical appearance and personality, likes and dislikes, and that people can have differences of opinion. This helps them to understand that we are all unique human beings. Within the context of these lessons they will also be introduced to different cultures and ethnicities, people with different religions and beliefs, and about people with disability or special needs. They will also be aware that some people are from the LGBTQ community.

When discussing any differences between people, Jigsaw helps teach children to form opinions about others based on whether they are kind, law-abiding, respectful, trustworthy, and responsible people, rather than judging them on appearance or whether a particular aspect of their lifestyle is different to their own. Children also learn about discrimination and prejudice including racism, sexism, and ageism.

Relationships and Sex Education

Within the RHE curriculum, sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'. Health Education includes a section for primary schools on puberty, the changing adolescent body, menstrual wellbeing and the menstrual cycle.

The RHE and science curriculum work together to help protect children by ensuring they have knowledge of their bodies, the human life-cycle, emotions, acceptable behaviour and the difference between right and wrong. Effective RHE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and wellbeing.

<u>Key aspects covered in KS1</u>	<u>Key aspects covered in KS2</u>
<ul style="list-style-type: none"> • Growing from young to old • How my body has changed since I was a baby • Friendship and family life • Safeguarding • Family stereotypes • How boys and girls bodies are different • Scientific vocabulary for identifying body parts • Transition to new Year group 	<ul style="list-style-type: none"> • How babies are made • My changing body • Puberty • Menstruation • Becoming a teenager • Assertiveness and self-respect • Self and body image • Relationship skills e.g. conflict resolution • Accepting change • Looking ahead • Moving/transition to secondary school

We recognise that sex education is not compulsory in primary schools, however, we have decided to cover some content on sex education to meet the needs of pupils and prepare them for the transition to high school. Sex and health education content is taught in Year 5 and 6. The main objectives include:

- Year 5 - Puberty, self and body image and conception

- Year 6 – Consolidation of the knowledge taught in Year 5 alongside: puberty for boys and girls and understanding the biological process from conception to the birth of a baby. All lessons are taught using simple, child-friendly language

For more information about our curriculum, see our curriculum map in Appendix 2.

Year 5 & 6 Choices Programme

In Year 5 and 6 the children take part in the Choices Programme. This 12-week programme is designed to enhance children's awareness of their own identity and the identity of others, providing them with the ability to self-regulate and reflect upon their emotions and experiences. They come across real life dilemmas, which they must problem solve. The sessions are based around positive relationships and link to the National Curriculum guidance.

Dealing with difficult topics / questions

Each year group will be taught appropriately for their age and developmental stage. Please note, at no point will a child be taught something that is inappropriate; if a question from a child arises and the teacher feels it would be inappropriate to answer (for example, because of its mature or explicit nature) the child will be encouraged to ask his/her parents or carers at home, and the question will not be answered to the child or class if it is outside the remit of that year group's programme.

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. All teachers are aware of the ground rules which provide an agreed structure to answering sensitive or difficult questions. Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with and to follow up appropriately, disclosures made in a group or individual setting.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

- **'Silly questions'** - Children are testing boundaries and have no interest in the answer. In this case, teachers will not answer questions, and will explain that they are inappropriate.
- **'Concerning questions'** - These could possibly be indicative of safeguarding issues. In this case, teachers will follow the school safeguarding procedures.
- **'Genuine questions'** - The child has a genuine but age inappropriate question. In this case, the child's question will be acknowledged, with a promise to return to it later. The class teacher will then consult with the child's parents and inform them of their child's question.
- A **'Worry box'** or alternative is in place in every classroom and is checked daily. Children can use this freely and are encouraged to do so if they are worried or concerned about anything.

Prior to the delivery of the sex education element of the RHE curriculum, there will be a chance for parents to view the resources used and understand the context behind the curriculum. See

Appendix 3 for further information on how parents can discuss topics and answers their children questions.

Safeguarding / Confidentiality

Teachers need to be aware that effective Relationship and Health Education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. Equally that it may be a very difficult and personal subject for some children. If a disclosure was to arise, staff will follow our safeguarding procedures.

- The staff member will inform the DSL and follow the school's child protection policy.
- Ask the Designated Child Protection lead if there are any concerns of any children when teaching RHE in regards to puberty and reproduction.
- A member of staff cannot promise confidentiality if concerns exist.

Differentiation/SEND Provision

The Jigsaw units are written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each lesson to meet the needs of the children in their classes. To support this differentiation, many Jigsaw lessons suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers differentiate for children in their classes with special educational needs, each unit includes a P-level grid with suggested activities for children working at each of those levels.

Parental Engagement

The Relationship and Health Education policy will be shared on the school website and full details are available on request. The school will inform parents of when non-statutory aspects of the Relationship and Health Education programme are taught.

A change to government guidance means that parents will not be able to withdraw their child from Relationships and Health Education, and this includes lessons on puberty, prejudice and discrimination, bullying, difference and diversity and different families. Therefore, if parents and carers have any concerns, they are encouraged to come to a parent workshop at the school to review the content and resources before the sessions are taught. These parent workshops will be held for parents at the beginning of the Summer Term.

Parents do have the right to withdraw their children from the sex education part of the RHE programme (non- statutory objectives taught in Years 1-6) and alternative arrangements will be made for their children's supervision. The request to withdraw must be made in writing to the using the form found on the school website. Alternative work will be given to children who are withdrawn from sex education.

Monitoring, Assessing and Reviewing

To ensure that the policy is adhered to and is effective, it will be monitored, reviewed and evaluated regularly. The school will assess the effectiveness of the aims, content and methods in promoting pupils' learning by team teaching and coaching, sampling teachers planning, questionnaires to teachers and children and feedback from parents. The effectiveness of the RHE programme will be evaluated by assessing children's learning in their journals and teacher judgement. Changes to this will be implemented if required.

Reviewing

The Governing Body will review this policy every two years or more regularly in the light of any changes to the National Curriculum or to legislation to assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Relationships Education, Relationships and Sex Education (RSE) and Health Education

Statutory guidance for governing bodies,
proprietors, head teachers, principals, senior
leadership teams, teachers

Summary of main points

- PRIMARY -

Regulations

The new subjects of Relationships Education and RSE must be taught in all maintained schools, academies and independent schools. This includes:

- pupil referral units
- maintained special schools
- special academies
- non-maintained special schools

All schools, except independent schools, must make provision for Health Education.

Headlines for Primary Schools

- Schools are free to determine how they deliver the content but the expectation is that it will be taught within a planned programme or lessons in a sequenced way rather than during off-timetable days.
- The use of visitors should be to enhance teaching by the school staff rather than as a replacement for it.
- Schools must ensure that teaching: is accessible to all pupils with SEND and additional learning needs; reflects the preparing for adulthood outcomes in the SEND code of practice; takes into account that some of these pupils may be more vulnerable to bullying and exploitation; and if required, tailor content to the specific needs of individual pupils.
- Schools must ensure they are inclusive and comply with the Equality Act 2010 (Protected characteristics: age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, sexual orientation.)
- Schools must promote fundamental British values including democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.
- All schools must take into account the religious backgrounds of all pupils and are expected to include LGBT content within their relationships teaching.
- In primary schools this equates to reflecting the fact that children are raised in different types of families including LGBT parents and same sex couples can get married. Underpinning this work with the fundamental British values of acceptance, tolerance and valuing difference will allow schools to make clear that the views of different faiths can vary but difference will be accepted and valued within the law.
- Primary schools do not have to teach sex education but may choose to teach some, in addition to the content included in Relationships Education, Health Education and NC Science.
- Advisable to refer to Relationships & Health Education as sex education content is not compulsory.
- Parents can NOT withdraw from relationships education or health education (see below for content).
- Parents CAN withdraw from any additional sex education content, not included in relationships education, health education or science, the school decides to deliver.
- Schools need to consider how they will respond to any questions from pupils that fall outside the curriculum (relationships education, health education or science) or within any sex education included but from which the child asking has been withdrawn.
- Schools are encouraged to consult pupils to gain their views about their learning needs.
- Schools are encouraged to engage with parents but the Department for Education is very clear that parents do not have the right to dictate or veto the content of relationships and health education on the grounds of protected characteristics.

Policy development requirements - Primary Schools

- From September 2020, primary schools must have a Relationships Education Policy and the law requires them to consult with parents when it is written and whenever updated.
- From September 2020, if the school chooses to teach sex education they must also have a Sex Education Policy and the law requires primary schools to consult on this also.

Appendix 1

- Both of these can be within another policy e.g. PSHE but must be clearly defined to allow consultation.

Policy content requirements - Primary Schools

1. Define relationships and health education and link to the school ethos and inclusiveness.
2. Set out the subject content, how it is taught, when it is taught year group(s) and term, who is responsible for teaching it (e.g. class teachers, science teachers, PE teachers etc).
3. Make clear any additional sex education content the school has decided to deliver.
4. Information about how the subject is monitored and evaluated.
5. Information about a parent's right to withdraw including:
 - what they can and cannot withdraw from
 - the process for withdrawal
 - the process if a withdrawn child asks a question
6. Policy review dates, updates and how it is approved (i.e. governors or trustees).
7. How parents will be involved and how and when pupils will be consulted.
8. How the content and delivery will be made accessible to pupils with additional learning needs and SEND.
9. Information about the school's obligations in law e.g. the Equality Act.

DofE: Parental Engagement on Relationships Education, October 2019

- Refer to 'parental engagement', rather than consultation, because schools ultimately make the final decisions and parental engagement does not amount to a parental veto.
- The process advised by the DofE is:
 - policy and curriculum development
 - engagement to present curriculum and policy and reassure
 - opportunity for parents to ask questions and give views
 - school considers views and makes final decisions
 - final decisions communicated to parents
 - possible support for parents to enable them to talk to their children and answer questions at home
- Engagement with parents means providing an opportunity for parents to express their views.
- The school is not obliged to make changes based on parent feedback as long as they have provided the opportunity.
- Parent expectations of engagement need to be managed.
- "The Department for Education will back any school that, having engaged with parents and listened to their views, takes reasonable decisions on their relationships curriculum, including the teaching of topics sensitive to their parents."
- Engagement does not need to be lengthy or ongoing, the DofE advise is should have a defined end point.
- Existing parent engagement processes can be used or new ones developed.
- The DofE recommends that schools do NOT accept anonymous feedback and take steps to ensure that feedback received is from current parents.
- It is advisable to meet face-to-face with individual parents who have concerns.

Content for Primary Schools – Relationships Education

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability. • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends. • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • How to recognise and report feelings of being unsafe or feeling bad about any adult. • How to ask for advice or help for themselves or others, and to keep trying until they are heard. • How to report concerns or abuse, and the vocabulary and confidence needed to do so. • Where to get advice e.g. family, school and/or other sources.

Appendix 1

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • The conventions of courtesy and manners. • The importance of self-respect and how this links to their own happiness. • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • What a stereotype is, and how stereotypes can be unfair, negative or destructive. • The importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not. • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • How information and data is shared and used online.

Content for Primary Schools – Physical Health and Mental Wellbeing (Health Education)

TOPIC	PUPILS SHOULD KNOW
Physical health and fitness	<ul style="list-style-type: none"> • 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.
Basic first aid	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • About menstrual wellbeing including the key facts about the menstrual cycle.

TOPIC	PUPILS SHOULD KNOW
Mental wellbeing	<ul style="list-style-type: none"> • That mental wellbeing is a normal part of daily life, in the same way as physical health. • That 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. • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • How to 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. • That 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	<ul style="list-style-type: none"> • That for most people the internet is an integral part of life and has many benefits. • About 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. • That 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.
Healthy eating	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Appendix 1

TOPIC	PUPILS SHOULD KNOW
Health and prevention	<ul style="list-style-type: none">• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.• About 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.• About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.• About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.• The facts and science relating to allergies, immunisation and vaccination.

Reception						
Summer 2 Changing Me	Piece 1 My Body	Piece 2 Respecting My Body	Piece 3 Growing Up	Piece 4 Fun and Fears Part 1	Piece 5 Fun and Fears Part 2	Piece 6 Celebration
Objectives	I can name parts of the body.	I can tell you some things I can do and foods I can eat to be healthy.	I understand that we all grow from babies to adults.	I can express how I feel about moving to Year 1.	I can talk about my worries and/or the things I am looking forward to about being in Year 1.	I can share my memories of the best bits of this year in Reception.
Year 1						
Summer 2 Changing Me	Piece 1 Life Cycles	Piece 2 Changing Me	Piece 3 My Changing Body	Piece 4 Boys' and Girls' Bodies	Piece 5 Learning and Growing	Piece 6 Coping with Changes
Objectives	<p>I am starting to understand the life cycles of animals and humans.</p> <p>I understand that changes happen as we grow and that this is OK.</p>	<p>I can tell you some things about me that have changed and some things about me that have stayed the same.</p> <p>I know that changes are OK and that sometimes they will happen whether I want them to or not.</p>	<p>I can tell you how my body has changed since I was a baby.</p> <p>I understand that growing up is natural and that everybody grows at different rates.</p>	<p>I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, breasts.</p> <p>I respect my body and understand which parts are private.</p>	<p>I understand that every time I learn something new, I change a little bit</p> <p>I enjoy learning new things.</p>	<p>I can tell you about changes that have happened in my life.</p> <p>I know some ways to cope with changes.</p>

Key

Red – Taught in line with the Science National Curriculum (statutory)

Purple – Non-statutory Relationship and Health lessons

Updated May 2022



Claycots School RHE Medium Term Plan

Year 2						
<u>Summer 2</u> <u>Changing Me</u>	Piece 1 Life Cycles in Nature	Piece 2 Growing from Young to Old	Piece 3 The Changing Me	Piece 4 Boys' and Girls' Bodies	Piece 5 Assertiveness	Piece 6 Looking Ahead
Objectives	<p>I can recognise cycles of life in nature.</p> <p>I understand there are some changes that are outside my control and can recognise how I feel about this.</p>	<p><i>I can tell you about the natural process of growing from young to old and understand that this is not in my control.</i></p> <p>I can identify people I respect who are older than me.</p>	<p><i>I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old.</i></p> <p>I feel proud about becoming more independent.</p>	<p><i>I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina, breasts) and appreciate that some parts of my body are private.</i></p> <p><i>I can tell you what I like/don't like about being a boy/girl.</i></p>	<p>I understand there are different types of touch and can tell you which ones I like and don't like.</p> <p>I am confident to say what I like and don't like and can ask for help.</p>	<p>I can identify what I am looking forward to when I move to my next class.</p> <p>I can start to think about changes I will make when I am in Year 3 and know how to go about this.</p>
Year 3						
<u>Summer 2</u> <u>Changing Me</u>	Piece 1 How Babies Grow	Piece 2 Babies			Piece 5 Family Stereotypes	Piece 6 Looking Ahead
Objectives	<p>I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female animal who has the baby.</p> <p>I can express how I feel when I see babies or baby animals.</p>	<p><i>I understand how babies grow and develop in the mother's uterus</i></p> <p><i>I understand what a baby needs to live and grow.</i></p> <p>I can express how I might feel if I had a new baby in my family.</p>			<p>I can start to recognise stereotypical ideas I might have about parenting and family roles.</p> <p>I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes.</p>	<p>I can identify what I am looking forward to when I move to my next class start to think about changes.</p> <p>I will make next year and know how to go about this.</p>

Key

Red – Taught in line with the Science National Curriculum (statutory)

Purple – Non-statutory Relationship and Health lessons

Updated May 2022



Claycots School RHE Medium Term Plan

Year 4

<u>Summer 2</u> <u>Changing Me</u>	Piece 1 Unique Me	Piece 2 Having a Baby	Piece 3 Girls and Puberty	Piece 4 Circles of Change	Piece 5 Accepting Change	Piece 6 Looking Ahead
Objectives	<p>I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm.</p> <p>I appreciate that I am a truly unique human being.</p>	<p>I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby.</p> <p>I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult.</p>	<p>I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this.</p> <p>I have strategies to help me cope with the physical and emotional changes I will experience during puberty.</p>	<p>I know how the circle of change works and can apply it to changes I want to make in my life.</p> <p>I am confident enough to try to make changes when I think they will benefit me.</p>	<p>I can identify changes that have been and may continue to be outside of my control that I learnt to accept.</p> <p>I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively.</p>	<p>I can identify what I am looking forward to when I move to a new class.</p> <p>I can reflect on the changes I would like to make next year and can describe how to go about this.</p>

Year 5

<u>Summer 2</u> <u>Changing Me</u>	Piece 1 Self and Body Image	Piece 2 Puberty for Girls	Piece 3 Puberty for Boys	Piece 4 Conception	Piece 5 Looking Ahead 1	Piece 6 Looking Ahead 2
Objectives	<p>I am aware of my own self-image and how my body image fits into that.</p> <p>I know how to develop my own self esteem.</p>	<p>I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally.</p> <p>I understand that puberty is a natural process that happens to everybody and that it will be ok for me.</p>	<p>I can describe how boys' and girls' bodies change during puberty.</p> <p>I can express how I feel about the changes that will happen to me during puberty.</p>	<p>I understand that sexual intercourse can lead to conception and that is how babies are usually made</p> <p>I also understand that sometimes people need IVF to help them have a baby.</p> <p>I appreciate how amazing it is that human bodies can reproduce in these ways.</p>	<p>I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent).</p> <p>I am confident that I can cope with the changes that growing up will bring.</p>	<p>I can identify what I am looking forward to when I move to my next class.</p> <p>I can start to think about changes I will make next year and know how to go about this.</p>

Key

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Updated May 2022



Year 6						
<u>Summer 2</u>	Piece 1		Piece 3		Piece 5	Piece 6
<u>Changing Me</u>	My Self Image		Babies: Conception to Birth		Real-self and Ideal-self	The Year Ahead
Objectives	<p>I am aware of my own self-image and how my body image fits into that.</p> <p>I know how to develop my own self esteem.</p>		<p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>I can recognise how I feel when I reflect on the development and birth of a baby.</p>		<p>I am aware of the importance of a positive self-esteem and what I can do to develop it.</p> <p>I can express how I feel about my self-image and know how to challenge negative 'body-talk'.</p>	<p>I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.</p> <p>I know how to prepare myself emotionally for the changes next year.</p>

Key

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Purple – Non-statutory Relationship and Health lessons

Updated May 2022



CLAYCOTS PRIMARY SCHOOL

Relationship and Health Education Draft Policy

2020 - 2023

A guide for Parents/ Carers



How can I talk to my child about relationships, puberty and human reproduction?

Whilst some parents/ carers may feel confident discussing relationships, puberty and human reproduction with their child(ren), some may not. Nevertheless, it is vital to remember the following key points:

- We all want our children to feel safe, to be happy and healthy.
- We need to consider their needs.
- We need to normalise talking about relationships, puberty and human reproduction so that we are discouraging taboos to exist.
- We should communicate openly and honestly with our children using age-appropriate language – they need us!

Here are some tips for talking to your child:

- Be honest: if you don't know the answer to a question, be honest and say so. Tell your child that you will need to find out and that you will get back to them with more soon.
- Remember that children are curious and want to know and understand. Often, children just want/ need simple, matter-of-fact answer that are age- appropriate and an opportunity to ask further questions. Give yourself time to respond by asking something like, "What do you think that means?" or "Why do you ask?"
- Keep lines of communication open: having an open and honest relationship with your child can really help make conversations easier, so make sure that you are always willing to talk when your child needs you; if you can't, explain why and find another time when it is more mutually convenient.
- Use the correct terminology: it helps that children are not confused by hints, euphemisms and innuendo; use the correct terminology whenever you can, especially for body parts. This is important for safeguarding too.

Appendix 5

- Respond to what children say they need: It is important to remember that children's lives today are very different from even five years ago. Therefore, the education they receive needs to reflect this. Research constantly demonstrates that children want and need RHE that is age- appropriate and that teaches them about relationships and emotions. The teaching of RHE delays sexual activity, ensures children are safer and empowers them to make their own healthy choices.
- Answer questions and don't be afraid to say: 'I really don't know – let's work it out or look it up together'. Have a phrase for awkward moments, such as: 'That's a good question, and let's talk about it once we get home'. Then make sure you do!
- Always respond: if you don't, your child may think it is wrong to talk to you about relationships, puberty or human reproduction and as a result you may stop confiding in you.
- If it feels too personal, you could try talking about people in books, films and favourite television programmes. We will provide a list of recommended books available at Claycots and the Slough Libraries.
- Listen rather than judge. Try asking them what they think.
- Enjoy it. Laugh with each other.
- Work in partnership with the school.