



## Relationship and Sexual Health Education (RSHE) Policy

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An academy within:



“Learning together, to be the best we can be”

# 1. Introduction:

- 1.1. In the DfE document, RSHE is defined as 'learning about physical, moral and emotional development'. The guidance states, 'It is about understanding the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health'.
- 1.2. The underlying values which underpin the whole of our RSHE work is based on respect for others, the development of positive relationships, and personal choice. The right of young people to have balanced, factual information and the need to have an opportunity to discuss issues in a safe and supportive environment are the key aims of the programme. Our comprehensive programme of Relationships and Sexual Health Education will promote self-esteem and emotional well-being and will enable pupils to form and maintain worthwhile and satisfying relationships, based on respect for themselves, their bodies and for others, at home, school, work and in the community.
- 1.3. The National Curriculum states that the importance of RSHE is that it helps pupils to understand and manage a wide range of relationships as they mature and show respect for the diversity of, and differences between people. It also aids the development of pupils' well-being and self-esteem.

# 2. Aims

- 2.1. It is the aim of Coppice School, to enable our students to develop into happy well-informed adults, capable of either living alone or in a relationship, either independently or with support. Our aims are stated as follows:
  - Have safe, equal, caring and enjoyable relationships.
  - Discuss real life issues appropriate to the age and stage of pupils including topic such as: friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
  - Get help and treatment if required from sources such as the school nurse, doctors, reliable online information, as well as Health and advice services.
  - Be aware of the emotional and physical changes to their own bodies which occur during puberty and as they grow into adults.
  - Have respect for, and be in control of their own bodies.
  - Know and use the correct anatomical names for the parts of the body including the reproductive system.

- Ask and answer questions without embarrassment and with respect for others and themselves.
- Give pupils opportunities to reflect on values and influences (peer, media, faith and culture) that may shape their attitudes in relation to RSE and nurtures a respect for different values.
- Develop a caring and considerate attitude to each other, being aware them others may have different points of view and be able to respect that point of view.
- Give our pupils a positive view of human sexuality with accurate information, so that pupils can learn about their bodies and sexual health in ways that are appropriate to their age and maturity.
- Be aware of different families and genders including LGBTQ+ and equality, and challenges all forms of discrimination in RSE and school life.

### 3. Statutory Requirements

- 3.1. Our school's policy is based on the requirements of the Education Act 2002 and the DfE document 'Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019).
- 3.2. In the DfE document, RSE is defined in primary schools as '....key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. At secondary, teaching will build on the knowledge acquired at primary and develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex. Teaching about mental wellbeing underpins all areas of our RSHE curriculum.
- 3.3. We always take our children's and young people's individual needs into consideration when it comes to healthy relationships education.
- 3.4. We have a bespoke 'promoting healthy relationships' curriculum toolbox, that ensures that the curriculum content and resources we are using to teach about sex and relationships are accessible to all children.
- 3.5. We have regular and ongoing conversations about healthy relationships. This helps our children and young people to understand and remember what we've talked about.

### 3.6. When promoting healthy relationships to our children and young people we:

- Follow our children and young people's support plans to ensure we are meeting their individual needs.
- We work with parents and carers to make sure they are comfortable with the discussions we are having and know how to talk about healthy relationships at home.
- We use a range of methods such as books, stories, drama, audio-visual material and role play to help keep regular messaging fresh.
- We use emotion boards and/or charts to help our children and young people express how some relationships make them feel.

### 3.7. As from September 2021 (Previously September 2020, but rearranged due to lockdown), it will now be compulsory for RSE to be taught. Relationship and Health Education will be compulsory for all primary school children and RSE compulsory for all Secondary School students.

## 4. Child withdrawal procedure

### 4.1. Pupils cannot be withdrawn from RSHE, however, pupils can be withdrawn from Sexual Education by their parents until the age of 16. After this it is the young person's decision. However, any bespoke sex education is always discussed with parents/ carers first and agreed upon so this situation should not arise. We will only deliver Sexual Education to students in KS3 and KS4 if we feel they have reached an appropriate level of maturity and readiness, this would always be discussed with parents first.

## 5. Values

### 5.1.1. At Coppice, we believe that RSHE should:

- Be an integral part of lifelong learning process, beginning in early childhood through to adulthood
- Be an entitlement for all students irrespective of gender, sexuality, ethnicity, special needs, culture, faith or religion
- Foster a sense of moral responsibility, to understand the meaning of consent and give students the confidence and ability to resist unwanted sexual experience or abuse
- Be mindful of student's previous experiences ACE's and issues

- Be continuous and progressive, being both appropriate to the age and maturity of the pupils
- Provide accurate, unbiased information
- Taught in the context of family life
- Provide an opportunity for discussion and clarification around values and attitudes
- Make a significant contribution to our duty to safeguard and protect all children.

## 6. Curriculum design

- 6.1. Teachers and those contributing to Relationships and Sexual Health Education work in line with the current legislation and Government guidance, irrespective of their personal feelings and beliefs.
- 6.2. It will meet the needs of everyone; boys as well as girls, those with physical, learning and emotional disabilities, those with a religious or faith tradition, whatever their culture and whatever their developing sexuality or gender identity.
- 6.3. At Coppice we have developed a Bespoke curriculum to meet the needs of our pupils along developmental pathways. These pathways support the knowledge and skills a pupil needs based on their own individual starting points for their further education beyond Coppice. The pathways are then broken down into more specific colour provision bands, which contain the developmental knowledge and skills within that band. The steps in development cover key and cross-linking knowledge and skills from the following documentation: National Curriculum Programs of Study, End of Key stage Expectations, Early Years Foundation Stage (EYFS) Statutory Framework 2021, AQA Unit Awards, Development Matter – Tapestry SEND 2012, P Levels. The provision bands are then split into 3 stages; Pre-Formal / Informal, Semi Formal and Formal.
- 6.4. Below are the overarching aims pupils are working towards when covering each topic strand
- 6.5. *Families and People who Care for Me.*

- 6.5.1. Pre – Formal / Informal: To be able to have the confidence to seek love, security and stability. To build positive relationships with those that care for them and form positive relationships with others.
- 6.5.2. Semi-Formal: to explore what the word family means to them and to others in their class. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
- 6.5.3. Formal: to know that others' families, either in school or the wider world, sometimes look different to their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- 6.5.4. Caring Friendships / Keeping Friendships Healthy
- 6.5.5. Pre – Formal / Informal: How important friendships are in making us feel happy and secure, and how people choose to make friends.
- 6.5.6. Semi-Formal: That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- 6.5.7. Formal: 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 seek help or advice from others if needed.
- 6.5.8. Online Safety – links to the computing curriculum and how to safely use online devices
- 6.5.9. Pre – Formal / Informal: Show interest in technology and begin to understand cause and effect. Can operate and engage with technology to meet personal needs.
- 6.5.10. Semi-Formal: That the same principles apply to online relationships as face to face relationships, including the importance of respect of others (even when we are anonymous)
- 6.5.11. Formal: How to critically consider their online friendships and sources of information, including awareness of the risks associated with the people they have never met.
- 6.5.12. Living in the wider world our communities

**6.5.13. Pre – Formal / Informal:** start to notice the immediate world around them. Experiences different cultural traditions. Is able to have a sense of self and are aware of familiar people that are important to them.

**6.5.14. Semi-Formal:** Are aware of other people around them, identify special people and experiences a range of different customs. Can identify people in their communities and think of ways that they can help support their community and who can support them.

**6.5.15. Formal:** To appreciate the world we live in, understand the history of Britain and history has helped shape the world we live in today. To know how to make a positive contribution to society and the importance of not discriminating against other communities.

**6.5.16. Health and wellbeing - Mental Wellbeing**

**6.5.17. Pre – Formal / Informal:** To recognise what makes me happy and who I can go to for help. To build sense of self and belief in self. To support the students mental health and well-being.

**6.5.18. Semi-Formal:** To recognise my emotions and develop and understanding of coping strategies. Children can self-regulate so they are able to begin to manage their own mental health.

**6.5.19. Formal:** To manage and promote own mental health, recognise a decline in their mental health and where / how to seek support.

**6.5.20. Health and wellbeing - Physical Health**

**6.5.21. Pre – Formal / Informal:** understanding of my own body. Tolerate supportive touch and move my body.

**6.5.22. Semi-Formal:** How has my body changed? Understanding the way we look after our body is important.

**6.5.23. Formal:** To understand how our bodies change as we get older, how I can look after my body and where to get professional support if needed.

**6.5.24. Health and wellbeing growing up – puberty knowing my body and how / why it changes, as I get older.**

**6.5.25. Pre – Formal / Informal:** Build relationships with others and start to understand who they are in terms of their own body and what makes them who they are. Understand the need for touch from others to help look after me.

6.5.26. Semi-Formal: Are aware of the changes that happen to our bodies and can take care of personal needs. Know that their body belongs to them and they have the right to say no. To know the scientific names for body parts and where these parts are on the body.

6.5.27. Formal: Understand the changes that happen to our bodies and the reason why these changes happen. To be aware of my feelings and how these can change over time. To be able to stay clean and understand how my body works.

6.5.28. RSHE will be delivered in specific taught sessions once per week but many of the skills are transferable and will be embedded through a cross-curricular approach across all subjects including break times.

## 7. Visiting speakers

7.1. Visiting speakers, including health professionals, within the classroom, must adhere to the school's Guest Speaker Policy.

## 8. Safeguarding

8.1. All RSHE lessons are conducted in a sensitive manner and in confidence. If a pupil makes a disclosure of a child protection issue, staff should follow procedures outlined in the Safeguarding Policy. However, where discussions and information are of a routine nature, confidentiality should be maintained wherever possible. All staff revisit their safeguarding training on a regular basis through a planned programme.

8.2. The Role of Parents





- 8.2.1. We understand that the primary role in children's RSHE lies with parents and carers. We therefore wish to build a positive and supporting relationship with them through mutual understanding, trust and co-operation. Parents and carers are informed when RSHE lessons are to be taught, which will include a general outline as to what aspects are being covered. This is to give parents, the opportunity to discuss issues with their child and answer any questions they may have, if they so wish. To promote this objective, we will:
- 8.2.2. Inform parents/carers about the school's RSHE policy and practice so that home and school can be consistent with key messages. This will be done during the termly curriculum parent's information document for the whole class offer then during an EHCP meeting or via a phone call for bespoke, individual work.
- 8.2.3. Answer any questions parents may have about the teaching of RSE in school or the resources used.
- 8.3. Please refer to the school Safeguarding Policy for more information.