



Relationships and Sex Education (RSE) and Health Education Policy

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An academy within:



"Learning together; to be the best we can be"



1. Introduction

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'. The DfE published the revised statutory guidance for RSE and Health Education to take effect from September 2026.

- 1.1. The underlying values which underpin the whole of our RHSE 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 appropriate to development age, 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.
- 1.2. 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 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 that 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 and accurate information, so that pupils can learn about their bodies and sexual health in ways that are appropriate to their developmental 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) and also takes into account the revisions published in the revised statutory guidance which take effect from September 2026.
- 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 individual plans (including EHC Plans) to ensure we are meeting their bespoke needs.
 - We work with parents and carers to make sure they are comfortable with the discussions we are having to 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 teach.
- We use emotion boards and/or PECs cards to help our children and young people express how some relationships make them feel. We also use Emotional Coaching throughout the day when real life opportunities arise to develop emotional literacy.

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/carers first.

5. Values

- 5.1. At Coppice, we believe that RSHE should;
- Be an integral part of the 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 gives 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 development 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, PSHE Association programme of Study, AQA Unit Awards. Development Matter – Tapestry SEND 2012, P Levels. The provision bands are Then split into 4 stages; Informal, Semi Formal and Formal 1 and Formal 2.

- 6.4. All our young people have at least one EHCP target which is related to the PSHE curriculum and these EHCP targets underpin each child's bespoke curriculum. These are tracked on Evidence of Learning.
- 6.5. We have Progression Maps for skills and coverage across the following areas to support with planning high quality PSHE lessons.

We teach one lesson of **RSE** in which we cover the following Statutory Content:

Relationships: Families; Friendships; Healthy Relationships and Abuse.

Safety and the Changing Body: My Changing Body; Keeping Safe; Online Safety; Sex Education and Puberty.

We teach one **My World** lesson which covers the following Non Statutory content:

Health and Well Being: Managing Feelings and Emotions; Self Awareness and Personal Strengths; Keeping Well; Medicine, Alcohol, Drugs and Tobacco



Citizenship: Belonging to a Community; Rules and Law; Diversity, Prejudice and Discrimination; Careers and Economic Well Being. This lesson also covers any Pupil Parliament work from the fortnightly meetings.

Some content is only taught to Formal Pathways (see Long Term Plan)

- 6.6. RSE will be delivered in the above 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. My World lessons will be delivered once a week to deliver the non-statutory part of the PSHE curriculum.

7. Visiting Speakers

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

8. Parents

- 8.1. We understand that the primary role in children's RSHE lies with the 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;
- Inform parents/carers about the schools RSHE policy so that home and school can be consistent with key messages. This will be done the termly curriculum parent's information document for the whole class offer then during the EHCP meeting or via a phone call for bespoke, individual work.
 - School will answer any questions parents may have about the teaching of RSE in school or the resources lead.