



## Relationship, Health and sexual Education Policy

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An academy within:



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

Relationships, Health and sexual (R.H.E) Education is a developmental process appropriate to the age and stage of the pupil.

At Coppice School, we aim to teach a progressive programme within the framework covering; families and people who care for me, online safety, communities, friendships and relationships, physical health, mental health and where appropriate growing up and puberty taking into account moral values and the varying needs of our pupils to guarantee equality of opportunity.

Aims of the R.H.E curriculum;

- To give the pupils knowledge, information and skills necessary for them to keep safe.
- To foster and develop responsible attitudes to themselves and others.
- To enable the pupils to acquire the skills to make informed choices for life in the 21st Century.
- To encourage pupils to be aware of the options open to them and accept responsibility for their own behaviour in order to prepare for independent living.
- To enable pupils to communicate using correct language.
- To give pupils support to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

Our curriculum is designed to fit in line with the school curriculum provision bands where each topic strand has developmental expectations that are identified as appropriate for each pupil by the class teacher. The provision bands are then split into 3 stages; explorers, independent learners and career seekers below are the overarching aims pupils are working towards when covering each topic strand;

### Families and People who care for me.

**Explorers:** 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.

**Independent learners:** 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.

**Career seekers:** 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.

### Caring Friendships keeping friendships healthy

**Explorers:** How important friendships are in making us feel happy and secure, and how people choose to make friends.

**Independent learners:** That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

**Career seekers:** 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.

## Online safety – links to the computing curriculum and how to safely use online devices

**Explorers:** Show interest in technology and begin to understand cause and effect. Can operate and engage with technology to meet personal needs.

**Independent learners:** 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)

**Career seekers:** How to critically consider their online friendships and sources of information, including awareness of the risks associated with the people they have never met.

## Living in the wider world our communities

**Explorers:** 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.

**Independent learners:** 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.

**Career seekers:** 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.

## Health and wellbeing - mental wellbeing

**Explorers:** 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.

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

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

## Health and wellbeing - physical health

**Explorers:** understanding of my own body. Tolerate supportive touch and move my body.

**Independent learners:** How has my body changed? Understanding the way we look after our body is important.

**Career seekers:** 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.

**Independent learners:** 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.

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

Explorers: 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.

To know the scientific names for body parts and where these parts are on the body.

**Career seekers:** 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.

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

### Visiting Speakers

The use of visiting speakers, including health professionals, within the classroom situation, must always be discussed with the co-ordinators who will consult with the Governors if necessary. All visiting speakers must have been given a copy of the policy and be aware of the ethos of the school and the way in which it has been decided to deliver R.H.E. Programme. The teacher must always be present when a visitor is speaking to the class.

### Child withdrawal procedure

Pupils cannot be withdrawn from Relationships and Health education Pupils can be withdrawn from Sexual Education (taught to secondary aged pupils) 3 terms before they turn 16. After that, it is the pupil's decision whether he/she is taught Sexual Education.

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 and this would always be discussed with parents first.

### Abuse Procedure

All allegations made by pupils referring to suspected abuse must be reported to the Designated Safeguarding Lead (DSL) who must then inform Social Services immediately. (Refer to the Safeguarding Children Policy in line with KCSIE).

### Complaints procedure

All complaints received by a member of staff must be referred to the Headteacher or deputy in her absence.