



RELATIONSHIPS, SEX & HEALTH EDUCATION POLICY 2021

This policy should be read in conjunction with: Relationships Education, Relationships and Sex Education (RSE) and Health Education; Department for Education statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams and teachers

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

Coppice Ethos and Values

We believe that it is our responsibility to enable children to become independent and confident.

Our aim is that all pupils at Coppice Primary school develop the skills necessary to become lifelong learners. They will learn to value themselves and others. They will be inspired and enthused by the challenges we present to them and feel secure and supported enough to try new and difficult experiences. School should be fun; not about acquiring information for the sake of it but about opening doors and visualising new possibilities.

We believe that pupils at Coppice have the right to an education which is inclusive and allows all to realise their potential.

In partnership with parents, we can make school a happy and enjoyable experience. Pupils should feel safe, challenged and able to meet that challenge. School should provide access to a broad and balanced curriculum, both academic and social. Pupils should experience new and varied challenges and look to meet them with the support of their peers.

The Relationship and Health curriculum aims to feed directly into this vision.

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Our pupils can put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. The RHE curriculum can support our pupils to develop resilience, to know how and when to ask for help, and to know where to access support.

High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. This can also help schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils both at school and in society. Relationships and Health Education (RHE) is a fundamental part of our Personal, Social, Health and Economic Education (PSHE) curriculum for pupils in our school. It is embedded in our PSHE curriculum and our aim is to equip children with the skills and understanding to become healthy, secure, independent and responsible members of society.

Through all aspects of the RHE curriculum we promote spiritual, moral, social and cultural education, whilst considering the mental and physical development of pupils at school.

RHE has an integral part to play in building pupils' mental wellbeing and their understanding of themselves as part of a family, community and wider society. As our pupils grow, they will understand their rights as global citizens and the responsibility that this brings.

It is a legal requirement to teach Relationships and Health Education at primary school and parents do not have a legal right to withdraw their child(ren) from teaching on these subjects.

School Context

Coppice Primary School is a two form entry school situated in a residential suburb of Birmingham.

The attainment on entry is usually above national average.

The majority of learners come from relatively affluent backgrounds and live within the local community. House prices in Four Oaks are amongst the highest in the West Midlands, so most families living there have incomes well above national average. The area is one where families would wish to move into to gain access to the local schools which can mean some families struggle financially to enable them to stay in the area. The number of learners eligible for Pupil Premium in March 2021 is 25. This is 6% of the school population and remains fairly steady from year to year. The percentage for each cohort can vary considerably.

Coppice works very hard to be an inclusive and diverse school where all are treated with dignity, equality and respect. We have been fortunate in increasing the number of children from minority ethnic groups over the years and this is now circa 29%.

The school has 45 children who are identified as having special educational needs, 11% of the total school population.

Some children come from families where both parents work full time in demanding jobs. In some cases, this means that the children have limited contact with their parents and have relationships with a range of adults – childminders, staff of after school clubs and other family members.

The vast majority of parents have high academic expectations for their children and engage actively with the school to support their education.

Relationships and Health Education

At Coppice, understanding the way in which relationships develop and grow over time from childhood through to adult relationships is part of lifelong learning. Part of this is about understanding the importance of relationships and the values, qualities and responsibilities in friendships, families, and loving relationships and how to develop an understanding of safety in the online environment. It promotes self-respect, confidence, respect & responsibility toward others, emphasising the importance of marriage, loving relationships, safety, love and care.

Health Education includes the teaching of puberty and the changes that occur as pupils move into adolescence. The lessons will be based on teaching the children facts in an age-appropriate way to support children to flourish and grow.

Relationships and Health Education does not include teaching about sex (please see further on in the policy for Sex Education delivery).

Aims and Objectives of this policy and the relationships education curriculum:

- To provide clear guidance for parents, staff and governors in relation to programme progression and delivery
- For pupils to develop the understanding of relationships and that they need to be built and maintained gradually
- Relationship Education provides a foundation for further work at secondary school
- To help young people to respect themselves and others
- To support pupils through their physical, emotional and moral development
- To develop skills and understanding to enable pupils to make healthy, responsible choices about their health and well-being including personal hygiene
- To help pupils understand the significance of marriage and stable relationships and its importance for family life (whilst ensuring that there is no stigmatisation of children based on their home circumstances)
- To help pupils move more confidently and responsibly into and through adolescence
- To help pupils to understand a range of views and beliefs about relationships
- To help pupils to understand issues of media influence and mixed messages that may contradict and conflict with own beliefs

MORAL AND VALUES FRAMEWORK

THE CURRICULUM TAUGHT WILL REFLECT THE SCHOOL'S PHILOSOPHY AND ETHOS, ENCOURAGING THE FOLLOWING VALUES:

- Respect for self

- Respect for others
- Responsibility for own actions
- Responsibility for family, friends, school and the community

CONTENT OF PROGRAMME PRIMARY

- Relationship and Health education lessons will be embedded within our established P.S.H.E curriculum which OFSTED (April 2019) recognized as ‘exceptionally well thought-out and tailored closely to the needs of pupils, taking into consideration local and national issues. Teaching of PSHE ensures that pupils develop the skills they need to cope in a range of challenging situations.’
- We will make use of the lesson plans provided in ‘The Birmingham Approach to Relationships and Health Education’. These have been developed as progressive units beginning from Year 1 to Year 6.

Overview of the Relationship and Health curriculum

		Y1	Y2	Y3	Y4	Y5	Y6
Mental Wellbeing	Health Education	X	X	X	X	X	X
Internet Safety & Harms *				X		X	X
Physical Health & Fitness		Covered through cross-curricular activities within science, P.E & P.S.H.E lessons.					
Basic First Aid							X
Healthy Eating		Covered through cross-curricular activities within D&T, science, P.E & P.S.H.E lessons.					
Drugs, Alcohol & Tobacco							X
Health & Prevention			X		X	X	X
Changing Adolescent Body						X	X
Families & People who care for me	Relationship Education	X	X	X	X	X	X
Caring Friendships		X	X		X	X	X
Respectful Relationships		X	X	X	X	X	X
Online Relationships*				X		X	
Being Safe *		X	X	X	X	X	X

*Elements also covered through Internet Safety Day & Safeguarding Keeping Safe Week

SEX EDUCATION

At Coppice we believe that in order to further the aims and objectives outlined above it is necessary to provide children with sex education lessons in addition to the lessons that are mandatory under the national curriculum for science. The school’s sex education programme will include a lesson in year 6 delivered as part of a series of lessons focusing on growing up and changes. This is delivered by an outside provider (Foundations) with the class teacher present. Parents will be notified in writing before these lessons take place so that they can notify the school that they would like to withdraw their child from this

lesson. There will also be an opportunity for parents to view the resources used within the lesson and ask the provider any questions that they may have.

ORGANISATION AND METHODS OF TEACHING

- The scheme of work produced as part of the Birmingham Approach to Relationships and Health Education has been adapted, where appropriate, by staff and is supported by lessons currently taught within school.
- The programme will be taught by class teachers. Where appropriate, a member of the support staff will also be present.
- Resources used have been carefully selected to ensure they are appropriate to the age and maturity of the pupils and enhance the learning. Many of the lessons make use of picture books written to be age appropriate. Resources are available to parents to view if requested.
- Resources provided by charities such as the NSPCC PANTS resources are also utilised.
- The discrete puberty programme will be taught in Years 5 in single sex groups by an outside provider (with school staff present). This will be followed up by further sessions in Year 6.
- Pupils will be taught about the changes related to their own and the opposite sex, how to manage the changes and where to get help at home and school.
- Girls will be made aware of who can provide support, where menstruation provision is kept and where the appropriate disposal bins are situated within school

As part of the annual school report (from Summer 2022), teachers will report upon each child's effort and understanding within Relationship and Health lessons.

AREAS OF RESPONSIBILITY:

Head Teacher and Governors

- Ensure the framework is followed
- Ensure that this policy is made available to parents
- When developing and amending this policy, work with parents and listen to their views

Teaching Staff

- Implement this policy with the guidance of senior leaders in the school
- Ensure that the policy is followed in applied practice
- Liaise with the governors on the teaching of RHE and (Sex Education) in school as required
- Liaise with parents and feedback any concerns, following the school's usual procedures
- Respond to the needs of pupils, following the school's usual procedures

SPECIFIC ISSUES

Confidentiality

Pupils will be informed that as with any other safeguarding issue, confidentiality cannot always be assured and the school will follow the usual procedures for keeping children safe and protected from harm (please refer to school's safeguarding procedures).

Use of External Providers

External providers should be made aware of the school's policies and procedures prior to planned delivery. They will be expected to follow an agreed scheme of work and delivery with pupils will be evaluated. The class teacher will be present during all the sessions.

Answering Difficult Questions

- If a pupil/student asks a difficult question during a whole class session, staff will be expected to answer honestly and factually
- Where possible, pupils will be encouraged to use the question box approach which can be used as a distancing technique to prevent over exposure of concepts outside of the learning objectives. The class teacher is responsible for dealing with all content within 24 hours of lesson delivery
- Pupils' questions will be answered according to their level of maturity and understanding, with support from parents
- Teachers will focus heavily on the importance of healthy relationships
- Responses to questions answered need to follow the school's policy. Any concerns raised should be discussed with a senior leader or DSL, depending on the concern and the safeguarding policy adhered to.

WORKING WITH PARENTS

The school recognises that parents are key educators and maintain a vital role in providing education about relationships and growing up, and therefore aims to support parents in this role. Each term, as part of the curriculum information provided on the school website, year groups will list the RSHE focus for that term. On an annual basis parents will be specifically informed about the discrete lessons on sex education

and provided with the opportunity to view resources and discuss the teaching content before any delivery takes place. Parents will also be informed when lessons on puberty are taking place so that they are able to support the learning at home. Parents will be consulted when this Relationship and Health Education Policy is reviewed. Details of the specific lessons and teaching materials can be made available on request. Parents can raise questions on this policy in writing, by phone or by making an appointment with the Headteacher.

Parent Withdrawal

Parents have a right to withdraw their child from sex education lesson(s) but not from Relationships and Health Education lessons. Where a pupil is withdrawn from sex education, the class teacher will ensure that the pupil receives alternative appropriate education, which may include the child working on an alternative project. In some cases, parents may be asked to come into school and supervise their child on an alternative project but this would be discussed on an individual basis. The Headteacher will keep a record of any withdrawals from sex education lessons. Any complaints will be addressed through the school's complaints procedure.

PROVISION FOR MENSTRATION

Resources are available in Year 5 & 6 but can be accessed by all staff. Sanitary disposal units are situated in the year 5 & 6 toilets as well as the toilets used at playtime & lunchtime.

Other related documents & policies

- Education Act 2002
- Keeping Children Safe in Education 2019
- Working Together to Safeguard Children 2018
- Equality Act 2010
- Science Curriculum KS1 & KS2
- Children and Social Work Act 2017
- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- OFSTED School Inspection Handbook 2019
- Relationship & Health Education Statutory Guidance 2019 (DfE)
- United Nations Convention on the Rights of the Child

EQUAL OPPORTUNITIES/INCLUSIVITY

The school's Relationships and Health [and sex] Education Policy and programme will reflect the ethos of the school, by providing a secure, non-judgemental environment in which to learn, in accordance with any protected characteristics as defined by the Equality Act 2010.

MONITORING AND EVALUATION

This policy will be managed by the PSHE Co-ordinator and an appointed governor will be responsible to ensure that the programme is evaluated and impact reported to the governing board. The policy will be reviewed annually.

DISSEMINATION OF THE POLICY A summary of this policy will appear in the school prospectus and on the website. Parents will be supplied with a fully copy on request. The policy will be communicated to all staff and governors.

RATIFIED BY PSHE Lead DATE

Head Teacher/ Principal

Governor

REVIEW DATE (Annually)