



Relationship & Sex Education & Health Policy

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Aims

The aims of Relationships and Sex Education (RSE) at Coppice Primary Partnership are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

Statutory requirements

As a Primary Academy we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

Within the Coppice Primary Partnership, we teach RSE as set out in this policy.

Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- Research: a member of staff gathered together all relevant information including relevant national and local guidance.
- Staff consultation: all staff were given the opportunity to look at the RSE Policy and make recommendations.
- Parent/stakeholder consultation: RSE Policy was shared at Parent Council meetings in all schools to look at the policy and make recommendations.
- Pupil consultation: discussion with pupils on their expectations of RSE.
- Ratification: once amendments were made, the policy was shared with Trust Board and ratified.

Definition

- SRE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- SRE involves a combination of sharing information, and exploring issues and values.
- SRE is not about the promotion of sexual activity.

Curriculum

Our curriculum is based on Programme Builders for PSHE Education, from the PSHE Association. However, we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Delivery of Sex Education

Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education. Primary sex education at Coppice will, with parental consent, focus on and be based on the non-statutory part of the Upper KS2 (Years 5 and 6) Science National Curriculum. These will be delivered during PSHE lessons and are as follows:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

Parents do not have the right to withdraw their children from relationships and health education.

Parents have the right to withdraw their children from the non-statutory components of sex education as mentioned above.

Requests for withdrawal should be put in writing and addressed to the head teacher. This should include name of child, class and reason for withdrawal.

Alternative work will be given to pupils who are withdrawn from sex education.

Delivery of Relationship Health Education (RHE)

RHE is not delivered in isolation, but firmly embedded in all curriculum areas including Personal, Social, Health and Economic (PSHE) education, Religious education (RE), Physical education (PE) and Science. At Coppice the main RHE content is delivered as part of a wider topic to provide a context for learning. Several aspects of RHE are taught throughout the year, whilst some specific age-related aspects are delivered at a pre-planned point during the year in order that parents are informed and can be involved in supporting their child.

RHE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.

Pupils are able to ask anonymous questions by writing a note for the class worry box. This box is found in every class.

Every child is entitled to receive RHE regardless of:

- Ethnicity
- Gender
- Religion
- Age
- Culture
- Sexuality
- Language
- SEND

- Any child considered to be vulnerable e.g. disadvantaged and looked after children.

If required adaptations and/or differentiation will be made to the provision to allow all children to fully access this.

As far as is appropriate, pupils with special educational needs should follow the same RHE education curriculum as all other students. Careful thought is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. This must be in line with each individual child's needs and, where relevant, their EHCP. Teachers and/or Teaching Partners work with individual pupils where required, and if appropriate.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Pupils also receive stand-alone sex education sessions as mentioned above.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Delivery of Drugs Education

Drugs education is covered under the DFE guidance of physical health and mental well-being. The guidance states that by the end of primary school, pupils must understand the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. At the Coppice Primary Partnership, we introduce drug education in Year 5 in the final term, focusing on how drugs common to everyday life (illegal/legal drugs, alcohol and smoking) affect health. We revisit the topic again in year 6, particularly focusing on how legal and illegal drugs can affect health and how to manage situations involving them. Schools also may choose to further support pupils understanding through visitors and visits, especially in preparation for transition to secondary school or if they feel for any reason further education is needed within a particular year group.

Roles and responsibilities

The Trust Board

The Trust Board will approve the RSE policy, and the LGBs will hold the Headteacher to account for the implementation of this policy.

Headteacher

The Headteacher in each school is responsible for ensuring that RSE is taught consistently across their school, and for managing requests to withdraw pupils from components of RSE (see section 8).

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher. Within Coppice Primary Partnership responsibility of teacher RSE will fall with the Class Teacher and Senior Leaders will support as required.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.