

COPPICE VALLEY PRIMARY SCHOOL

RELATIONSHIPS & HEALTH EDUCATION POLICY 2024

Document History

Created / revised & approved by staff	April 2024
Viewed / modified / approved by	
Ratified by governing body	April 2024
Next review date	April 2025

Contents

Aims.....	2
Statutory requirements.....	2
Policy development.....	2
Definition.....	3
Curriculum.....	3
Additional Needs Learners	3
Delivery of RSE	3
Roles and responsibilities.....	4
The Governing Board	4
The Headteacher	4
The PSHE Leader	4
Staff	5
Pupils.....	5
Parents’ Right to Withdraw	5
Training.....	5

Aims

The aims of Relationships and Sex Education (RSE) at our school 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
- Enable children to unlock their full potential and which celebrates independence, tolerance, success and excellence.

Statutory requirements

We teach RSE as set out in this policy. As a primary academy school, 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.

Policy development

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

1. Review – a member of staff (AC) pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Governor consultation – this policy was shared with the LGB. They were invited to share their views.

4. Parent consultation – this policy was shared with parents. They were invited to share their views.
5. Pupil consultation – we investigated what exactly pupils want from their RSE
6. Ratification – once amendments were made, the policy was again shared with governors and ratified

Definition

Sex and Relationships education enables children to learn about the emotional, social and physical aspects of growing up, relationships, sex, sexuality and sexual health. It supports pupils in gaining accurate information, developing skills and forming positive beliefs, values and attitudes. It also gives pupils essential skills for building positive, enjoyable, respectful, loving and non-exploitative relationships; staying safe both on and offline and enables them to take responsibility for their body, relationships, reproduction, sexual health and wellbeing. Parents and carers are the key people for their child's learning about sex and relationships and at Coppice Valley we always aim to work in partnership with home. Parents and carers need to know that the school's RSE program will complement their role and support them in the education of their child, regarding sex and relationships.

Curriculum

Our curriculum is set out as per Appendix 1, but we will 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; it is matched to the needs of our pupils. If children 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.

Primary sex education will focus on supporting pupils' ongoing emotional and physical development by:

- Preparing boys and girls for the changes that adolescence brings. (Year 5 and 6)
- September 2025, Year 4 will also complete this.
- How a baby is conceived and born (Year 6 only)

Additional Needs Learners

Pupils with additional needs e.g. SEND, EAL and vulnerable learners who may be at greater risk of not fully understanding whole class RHE lessons, will be given additional time, resources and support from adults to check their learning and reframe key messages as needs be.

Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught alongside the science curriculum. Children are taught in class groups by a designated PSHE teacher. Lessons are differentiated where needed, and a range of teaching methods and interactive resources are used. Pupils are encouraged to reflect on their own learning in a safe learning environment, where ground rules are agreed by the teacher and children. As a school we use the Kapow scheme and children keep their learning in PSHE book. education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Family and Relationships
- Health and Wellbeing
- Safety and the changing body
- Identity (Year 6 only)

These areas are covered in spiral, progressive half-termly units of work from Kapow which allow the children to revisit topics and develop their knowledge and skills. Each year group covers work in the following units, one per half term:

Children in years five and six will complete lessons on puberty in the spring term, including menstruation. Year four puberty lessons will include emotional and physical changes. Year six will learn about how a baby is conceived. Information about this will be shared at the individual year group meetings for parents in September.

Children in early years and key stage one learn about the NSPCC PANTS acrostic. During these lessons, we teach our pupils the following important safety skills without giving explicit information or telling scary stories. We teach our pupils the NSPCC's Underwear Rule which is a green cross code for staying safe from sexual abuse. PANTS stands for:

- Privates are private
- Always remember your body belongs to you
- No means no
- Talk about secrets that upset you
- Speak up, someone can help

For more information about our RSE curriculum, see Appendices 1 and 2.

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, LGBTQ+ 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).

Sexual orientation is a protected characteristic in the 2010 Equalities Act. The curriculum caters for LGBTQ+ and heterosexual pupils and families. Schools are required to eliminate discrimination, advance equality and foster good relations.

Roles and responsibilities

The Governing Board

The governing board will approve the RSE policy and hold the Headteacher to account for its implementation. The governing body has the responsibility to ensure the school is meeting requirements under the equalities legislation (Equalities Act 2010) so they need to ensure the curriculum reflects the diversity of modern Britain including representing a range of families and sexualities. The governing body has the responsibility through the statutory guidance, KCSiE, to consider how pupils may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including teaching and learning. The Headteacher's responsibilities in respect of RHE are to:

- Work with governors to ensure compliance with the statutory guidance
- Liaise with the PSHE co-ordinator to ensure the effective delivery of the RHE within the curriculum is being monitored
- Keep the governing body fully informed of provision, issues and progress around RHE issues
- Act upon any concerns which may arise from pupil's disclosure during RHE sessions
- Monitor staff training requirements in relation to effective teaching and learning of RHE
- Ensure parents/ carers are informed when their children will be taught sex education to support a partnership approach but also that they do have the right to withdraw their child from the sex education element that is not part of the National Curriculum Science programme

The PSHE Leader

The school has a co-ordinator for PSHE who is responsible for all aspects of the subject including RHE. In respect of RHE, responsibilities are to:

- Ensure the implementation and quality of long term and medium term RHE schemes of work
- Working with parents to consult and take feedback on provision

- Ensure that all staff are confident in the skills to teach and discuss RHE issues as trained, confident and competent staff are essential to raise standards in RHE
- Consider the needs of all pupils, and to achieve this recognise that the school might need to address some specific issue.
- Consult with pupils to inform provision around RHE and use the schools' Growing up in North Yorkshire bi-annual survey results to inform planning
- Access appropriate training
- Monitor and advise on RHE organisation, planning and resource issues across the school
- Ensure procedures for assessment, monitoring and evaluation are included
- Liaise with the LGB
- Liaise with any service provision to support aspects of sexual health
- Co-ordinate with external providers to ensure their provision meets the outcomes of the planned provision using age appropriate materials
- Liaise with the Headteacher to ensure parents/carers are informed when their children will be taught RHE to support a partnership approach but also that they do have the right to withdraw their child from any RHE that is not part of the National Curriculum Science programme

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from components of RSE
- Class teachers who have concerns about teaching RSE are encouraged to discuss this initially with the coordinator, the Deputy Head or the Headteacher.
- Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue.
- Teachers will consult with the DSL(s) when required.

Pupils

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

Parents' Right to Withdraw

Parents **do not** have the right to withdraw their children from relationships education. Parents do have the right to withdraw their children from the **reproduction part of sex education within RSE covered in Year 6**. This can be done only after meeting and discussing concerns with the class teacher and PSHE/SRE coordinator. Requests for withdrawal should be put in writing and addressed to the Headteacher.

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. Lessons on body changes, puberty and reproduction are shared with staff by the coordinator to ensure consistency and appropriateness. The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals (if available), to provide support and training to staff teaching RSE. 10. Monitoring arrangements

The delivery of RSE is monitored by the PSHE coordinator through:

- Planning scrutiny

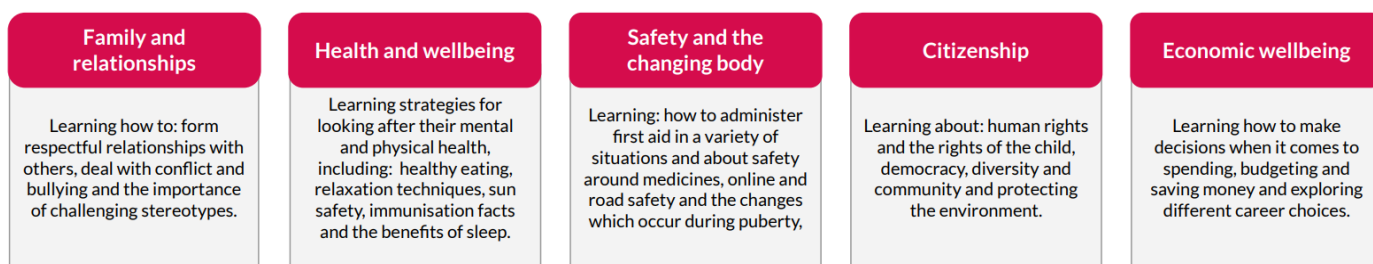
- Work/folder scrutiny
- Learning walks looking at lesson content and display
- Discussions with class teachers
- Pupil discussion

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by the PSHE coordinator every year. At every review, the policy will be approved by the governing board/ the Headteacher

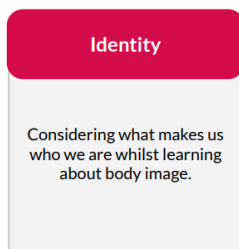
Appendix 1:

The Kapow scheme of work that we follow fulfils the statutory requirements for Relationships and Health Education set out by the Department for Education. It also fulfils the National Curriculum requirement to teach PSHE ('All schools should make provision for personal, social, health and economic education') and goes beyond the statutory requirements by referring to the PSHE Association Programme of Study (recommended by the Department for Education.)

The organisation of our RSE and PSHE curriculum into the following themes is explained: Families and relationships, Health and wellbeing, Safety and the changing body, Citizenship, Economic wellbeing and Identity (Year 6 only).



Year 6 only:



Kapow Primary's RSE and PSHE scheme of work has been designed as a spiral curriculum with the following key principles in mind:

- ✓ Cyclical: Pupils revisit the five key areas throughout KS1 and KS2.
- ✓ Increasing depth: Each time a key area is revisited, it is covered with greater depth and increasing maturity.
- ✓ Prior knowledge: Upon returning to each key area, prior knowledge is utilised so pupils can build on previous foundations, rather than starting again.