

Copthill School

Relationships and Sex Education and Health Education (RSHE) Policy

What is Relationship and Sex Education and Health Education - RSHE?

At Copthill School, we are required to provide relationships education and health education to all pupils. We also provide sex education which is relevant to and appropriate for our pupils.

Relationships education is the physical, social, legal and emotional aspects of human relationships including friendships, family life and relationships with other children and adults.

There is no agreed definition for sex education so, in this policy, the definition of sex education is how a baby is conceived and born (reproduction and birth). Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

Health education promotes physical health and mental wellbeing.

A comprehensive RSHE programme provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

Rationale and Ethos

In line with Copthill School's vision and aims, relationships and sex education and health education is important at our school because it:

- prepares pupils for the opportunities, responsibilities and experiences of adult life;
- gives pupils the knowledge they need to make informed decisions about their health and well-being;
- supports pupils' skills to recognise positive, healthy and respectful relationships;
- helps to safeguard pupils so they can find, and access, help and support;
- teaches pupils' tolerance and respect for diversity;
- develops pupils' self-respect and self-worth, confidence and empathy.

All schools are required to comply with the requirements of the Equality Act 2010 with particular regard to the protected characteristics defined as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation. Copthill School's RSHE will ensure that all pupils understand the importance of equality and respect.

Roles and Responsibilities

The RSHE programme is led by the PSHEE/RSE leads in liaison with the headteacher. RSHE is taught and supported by all staff.

The RSHE Curriculum

The RSHE curriculum has been organised in line with the statutory requirements outlined in [Statutory Guidance for Relationships Education, Relationships and Sex Education and Health Education](#).

Relationships education (para 62, pg 20)	Health education (para 96, pg 32)
Families and people who care for me	Internet safety and harms
Caring relationships	Physical health and fitness
Respectful relationships	Healthy eating
Online relationships	Drugs, alcohol and tobacco
Being safe	Health and prevention
	Basic first aid
	Changing adolescent body (including puberty and menstruation)

Copthill School has adopted the Dimensions 2020 3D PSHE programme of study. This supports us to provide a comprehensive programme that integrates, but is not limited to, the statutory RSHE content. This broader PSHE education programme includes economic well-being, careers and enterprise education. The programme of study sets our learning opportunities for each key stage under three core themes: Health and Well-Being, Relationships, and Living in the Wider World.

Appendix 1 is our PSHEE Policy - [3.18 PSHE Education Policy](#).

Appendix 2 includes an overview for each year group - [2024 3D PSHE Overview Documents](#)

Sex education is not compulsory in primary schools. However, the DfE *recommends* that 'all primary schools should have a programme of sex education tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are

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prepared for the changes that adolescence brings and – drawing on knowledge of the human cycle set out in national curriculum science - how a baby is conceived and born’.

All pupils will be taught the aspects of sex education as outlined in national curriculum science: the main external parts of the human body; how the body changes as it grows (including puberty; and the reproductive process in some plants and animals).

All pupils will be taught **health education** content as outlined in the RSHE guidance. The section on the changing adolescent body includes: key facts about puberty and the changing adolescent body particularly from age 9 through to age 11, including physical and emotional changes; about menstrual wellbeing including the key facts about the menstrual cycle - Appendix 3 - [RSE CHANGING AND GROWING.pdf](#)

All pupils will be taught about **relationships education** content as outlined in the RSHE guidance. This includes learning about caring relationships and different types of families. All teaching is sensitive and age appropriate in approach and content. Teaching will be fully integrated into programmes of study rather than delivered as a stand-alone unit or lesson. Teaching about diverse families (e.g. LGBT) is part of relationships education.

The curriculum is inclusive, so it meets the needs of all pupils: particularly those with special education needs/disabilities; those from a range of faith backgrounds; and LGBT pupils. This means a teacher will refer to different viewpoints and beliefs on a range of RSHE issues.

The content of the RSHE curriculum may need to be adapted or changed throughout the year to meet local/national priorities.

Parents will be:

- consulted about the content, organisation and delivery of the sex education curriculum
- given the opportunity to share their views on the lesson(s)
- informed in advance of the content of sex education lessons and be able to view the main resources used
- encouraged to complement the teaching at home by sharing the learning and talking about family values and beliefs
- given clear guidance on how to request the withdrawal of their child from these components of sex education.

Appendix 4 outlines sex education content in Years 5 & 6 at Copthill School - [RSE Y5&6](#)

Appendix 5 is the letter sent to parents of children in Years 5 and 6 each year - [Letter to Y5/6 parents - RSHE Yr5&6](#)

Safeguarding: Safe and Effective Practice

RSHE will be delivered in a safe, supportive learning environment so that young people feel able to express their views and beliefs, ask questions and know where to find help.

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Teachers are aware that effective RSHE, 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 must always refer to the designated safeguarding lead (DSL) if a disclosure is made.

Pupils need basic knowledge about the privacy of their bodies and genitalia in particular to support safeguarding. This is not sex education.

In RSHE lessons:

- Teachers and pupils will agree ground rules, so everyone is, and feels safe, in lessons.
- Teachers will agree with pupils the limits of confidentiality.
- Distancing techniques will be used so that pupils are not required or feel pressurised into talking about their personal circumstances.
- Teachers will answer questions sensitively, honestly and appropriate to the pupil's age. Pupils do not see boundaries between science, health, safeguarding, relationships and sex. Children and young people are naturally curious and will ask questions in discussion. There is a natural overlap between subjects and topics and teachers will manage this so that we can support parents wishing to withdraw from sex education e.g when discussing puberty and growing up (statutory) children may well ask questions about how babies are made (which is not statutory and falls under sex education).

The Right To Be Excused From Sex Education

Science, relationships and health education are statutory at primary school.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of the RSHE programme.

Parents are not able to withdraw their child from any aspect of relationships education or health education (which includes learning about the changing adolescent body, puberty and menstruation) or any content delivered through the national curriculum science programme. Any parent wishing to withdraw their child from sex education will be invited to meet with the headteacher to discuss their reasons whilst the headteacher will promote the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child.

Ultimately, the headteacher will grant a parent's request to withdraw their child from any sex education other than as part of the science curriculum.

Policy Development and Review

The process of policy development involved the following steps:

- A lead member of staff reviewed the current provision.
- DfE guidance and information was scrutinised.

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- CPD provided by a variety of expert agencies - e.g PSHE Association, Sex Education Forum
- Knowledge of the local school context helped us to understand the needs and priorities of our school community.
- The policy will be shared with staff and parents for comments. These will be considered by the Directors, Headteacher, SLT and PSHE lead.
- The policy will be available on the school website.

Any parent, teacher or pupil is encouraged to offer feedback about the RSHE curriculum. Cophill School offers a variety of ways to do this, including though not limited to:

- a genuine open door policy - encouraging parents to come into school to meet with their child's teacher, subject lead and/or headteacher;
- telephone calls;
- email;
- parent survey via Google Forms;
- staff meetings;
- children's question boxes;
- form/tutor group time;
- School Council.

The subject lead for RSHE is responsible for monitoring the quality of teaching and learning and will report to headteacher on the quality of provision and effectiveness and any highlight any concerns.

This policy will be reviewed on an annual basis by the RSHE subject lead and the headteacher. Changes will be communicated to all staff and parents.

The review will consider any changes to statutory guidance; feedback from pupils, parents or staff; and the school context.

Legislation and statutory guidance

The policy has due regard to the following legislation and guidance:

- Keeping children safe in education
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations
- Mental health and behaviour in school
- Children and Social Work Act
- Promoting fundamental British values through SMSC
- Science programmes of study: key stages 1 and 2
- Science programmes of study: key stage 3
- Equality Act 2010 and the Public Sector Equality Duty
- Education and Inspections Act
- Section 80A of the Education Act 2002: as part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which *'promotes the spiritual, moral, cultural, mental and physical development of pupils at*

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the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life...'

- Learning and Skills Act
- Education Act

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Appendices

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- Appendix 5 - letter sent to parents of children in Years 5 and 6 each year - [Letter to Y5/6 parents - RSHE Yr5&6](#)