

Coppermill Primary School



Relationships, Health and Sex Education Policy (RHSE)

Ratified by the Full Governing Board: March 2021

Review cycle: Every 3 years

Next review: March 2024

Mission Statement

We ensure
that all our pupils thrive as successful learners, through high quality teaching
within a rich, supportive and safe learning environment

We provide
a friendly, harmonious, happy community and set high standards of
respect, behaviour and achievement

We enable
every child to use their abilities to the full through a broad,
balanced, differentiated and stimulating curriculum.

Our Values

Unity
Creativity
Empathy
Respect
Determination
Aspiration

Introduction

At Coppermill Primary School our aim is to educate the 'whole' child from Reception through to Year 6 enabling all our children to 'Achieve together and Learn forever.'

"We want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society." DFE April 2019

At Coppermill Primary School, we will also teach sex education in year 6. Sex education includes discussions about the decisions that need to be considered before starting a family and learning the basic facts about conception and pregnancy.

1. Aims

The aims of relationships, health and sex education (RHSE) at our school are to:

- Help children to keep themselves safe and understand what is age-appropriate or not – both on and off-line
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development
- Ensure children know how to keep themselves healthy including exercise, hygiene, diet and mental health
- 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

2. Statutory requirements

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

We are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum. However, Coppermill Primary believes that in Year 6, children have the right to be prepared to live a healthy, safe, fulfilled and balanced life and so we will be teaching some aspects of sex education.

In teaching RHSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996 and](#) as endorsed by the Local Authority.

This policy has also been informed by section 149 of the [Equality Act 2010](#) which sets out the public sector equality duty and applies to all state funded schools.

At Coppermill Primary we teach RHSE as set out in this policy.

3. 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 or working group pulled together all relevant information including relevant national and local guidance to revise our current policy
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definition

RHSE is about the emotional, social and cultural development of pupils, and involves learning about different family structures, healthy relationships, personal hygiene including in puberty, healthy lifestyles, diversity and personal identity.

RHSE involves a combination of sharing information, and exploring issues and values.

RHSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, 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.

Having considered various resources, Coppermill Primary School believes that the resources provided by The Christopher Winter programme, best reflect our school ethos and meet the needs of our children, context and wider school community.

Primary sex education will focus on:

- Using the correct anatomical language for genitalia
- How a baby is conceived and born.

6. Delivery of RHSE

RHSE is taught within the Personal, Health, Social, Economic (PHSE) education curriculum. Biological aspects of RHSE are taught within the science curriculum and during sex education lessons (Year 6), and other aspects are included in religious education (RE).

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

In terms of sex education in Year 6, this will focus on conception, where babies come from and the correct anatomical language for genitalia.

Health education focuses on:

- Mental well-being
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body.

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.

All types of relationships will be taught in a sensitive and age-appropriate way, recognising that not all sectors of our community are in agreement with all of these types of relationship or family structures. Teachers may acknowledge this using the following script:

The law in this country allows and respects the right of people to live in different types of family structure. For example, you may come across families where two men or two women have chosen to live together or marry and bring up children together or where there is only one parent. These families are allowed under the law in this country and we respect the rights of people to live in different families. If we meet children who live in different sorts of families to those we are familiar with, it is wrong to say bad things about them or to bully them. Like their parents and their families, they are entitled to the same respect as everyone else.

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

7. Roles and responsibilities

7.1 The Governing Board

The governing board will approve the RHSE policy, and hold the Headteacher to account for its implementation.

7.2 The Headteacher

The Headteacher is responsible for ensuring that RHSE is taught consistently across the school, and for managing requests to withdraw pupils from specific sex education (Year 6) lessons.

7.3 Staff

Staff are responsible for:

- Delivering RHSE in a sensitive way
- Modelling positive attitudes to RHSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish to withdraw them from specific sex education (Year 6) lessons
- Staff do not have the right to opt out of teaching RHSE. Staff who have concerns about teaching specific sex education lessons (Year 6) are encouraged to discuss this with the Headteacher.
- All class teachers are responsible for teaching RHSE.

7.4 Pupils

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

8. Parents' right to withdraw

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 specific sex education lessons taught in Year 6, but only following a conversation with the Headteacher.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

Alternative work will be given to pupils who are withdrawn from specific sex education lessons in Year 6.

9. Dealing with difficult questions

Primary aged pupils will often ask their teachers or other adults questions pertaining to health, relationships and sex which go beyond what is set out in the curriculum. Children whose questions go unanswered may turn to inappropriate sources of information, including the internet and other children. Children will, therefore, need a graduated age-appropriate response.

However, the focus for teachers should be on the subject matter planned. Questions of this nature should not generally be answered in front of the whole class. Strategies include offering a 1:1 session outside of the lesson, referring to another more senior member of staff, offering a simple holding answer or mentioning the question to the parents at the end of the day.

Teachers should be aware that such questions may raise a safeguarding concern at which point the school's Safeguarding Policy will apply.

10. Training

Staff will be trained on the delivery of RHSE either as part of their induction or as part of a planned programme of professional development.

The Headteacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RHSE.

11. Monitoring arrangements

The delivery of RHSE is monitored by the Senior Leadership team through: Learning walks, lesson observations, discussions with class teachers and pupils.

Pupils' development in RHSE is monitored by class teachers as part of our internal assessment systems.

Appendix 1: Curriculum Map

Relationships, Health and Sex Education Curriculum Map

YEAR GROUP	RHSE THEME	LESSON INTENTIONS AND OUTCOMES	VOCABULARY
RECEPTION	Family & Friendship	<p><u>Learning Intention:</u></p> <ul style="list-style-type: none"> • To recognise the importance of friendship • To recognise the importance of saying sorry and forgiveness • To recognise that all families are different <p><u>Learning Outcomes:</u></p> <ul style="list-style-type: none"> • Know that friendships can make us feel happy • Know some ways that we can make new friends feel welcome • Know that arguing with friends and then making up can make friendships stronger • That resorting to violence is never right • Identify different members of the family • Understand how members of a family can help each other. 	friendship, kindness, happy, sad, shy, feelings, lonely, sorry, angry, family, mum, dad, brother, sister, grandma, grandad, step mum, step dad, foster mum, foster dad

YEAR GROUP	RHSE THEME	LESSON INTENTIONS AND OUTCOMES	VOCABULARY
YEAR 1	<p>Growing and Caring For Ourselves</p> <p><i><u>KS1 science curriculum:</u> -identify, name, draw and label the basic parts of the human body.</i></p>	<p><u>Learning Intention</u></p> <ul style="list-style-type: none"> • To understand that we are all different but can still be friends • To discuss how children grow and change • To explore different types of families and who to ask for help • To identify who can help when families make us feel unhappy or unsafe <p><u>Learning Outcomes</u></p> <ul style="list-style-type: none"> • Know that we can be friends with people who are different to us • Understand that babies need care and support • Know that older children can do more by themselves • Know there are different types of families • Know which people we can ask for help. 	<p>friends, feelings, similar, different, family, boy, girl, male, female, private parts, penis, vulva</p>

YEAR GROUP	RHSE THEME	LESSON INTENTIONS AND OUTCOMES	VOCABULARY
YEAR 2	<p>Differences</p> <p><i>KS1 science curriculum: -identify, name, draw and label the basic parts of the human body -Notice that animals, including humans, have offspring which grow into adults.</i></p>	<p><u>Learning Intention</u></p> <ul style="list-style-type: none"> • To introduce the concept of gender stereotypes • To identify differences between males and females • To explore some of the differences between males and females and to understand how this is part of the lifecycle • To focus on sexual difference and name body parts <p><u>Learning Outcomes</u></p> <ul style="list-style-type: none"> • Understand that some people have fixed ideas about what boys and girls can do • Describe the difference between male and female babies • Describe some differences between male and female animals • Understand that making a new life needs a male and a female • Describe the physical differences between males and females • Name the different body parts. 	<p>similar, different, sex, gender roles, stereotypes, boy, girl, male, female, private parts, penis, vulva</p>

YEAR GROUP	RHSE THEME	LESSON INTENTIONS AND OUTCOMES	VOCABULARY
YEAR 3	Valuing Difference and Keeping Safe	<u>Learning Intention</u> <ul style="list-style-type: none"> • To identify that people are unique and to respect those differences • To explore the differences between male and female bodies • To consider appropriate and inappropriate physical contact and consent • To explore different types of families and who to go to for help and support <u>Learning Outcomes</u> <ul style="list-style-type: none"> • Know and respect the body differences between ourselves and others • Name male and female body parts using agreed words • Understand that each person's body belongs to them • Understand personal space and unwanted touch • Understand that all families are different and have different family members • Identify who to go to for help and support. 	stereotypes, gender roles, similar, different, male, female, private parts, penis, testicles, vulva, vagina, uterus, family, fostering, adoption, relationship

YEAR GROUP	RHSE THEME	LESSON INTENTIONS AND OUTCOMES	VOCABULARY
YEAR 4	<p>Growing Up</p> <p><i>KS2 science curriculum: -describe the life process of reproduction in some plants and animals -describe the changes as humans develop to old age.</i></p>	<p><u>Learning Intention</u></p> <ul style="list-style-type: none"> • To explore the human lifecycle • To identify some basic facts about puberty • To explore how puberty is linked to reproduction • To explore respect in a range of relationships • To discuss the characteristics of healthy relationships <p><u>Learning Outcomes</u></p> <ul style="list-style-type: none"> • Understand that puberty is an important stage in the human lifecycle • Know some changes that happen during puberty • Know about the physical and emotional changes that happen in puberty • Understand that children change into adults to be able to reproduce if they choose to • Know that respect is important in all relationships including online • Explain how friendships can make people feel unhappy or uncomfortable. 	<p>puberty, lifecycle, reproduction, physical, breasts, sperm, egg, pubic hair, emotional, feelings</p>

YEAR GROUP	RHSE THEME	LESSON INTENTIONS AND OUTCOMES	VOCABULARY
YEAR 5	Puberty	<p><u>Learning Intention</u></p> <ul style="list-style-type: none"> • To explore the emotional and physical changes occurring in puberty • To understand male and female puberty changes in more detail • To explore the impact of puberty on the body and the importance of physical hygiene • To explore ways to get support during puberty <p><u>Learning Outcomes</u></p> <ul style="list-style-type: none"> • Explain the main physical and emotional changes that happen during puberty • Ask questions about puberty with confidence • Understand how puberty affects the reproductive organs • Describe what happens during menstruation and sperm production • Explain how to keep clean during puberty • Explain how emotions/relationships change during puberty • Know how to get help and support during puberty 	puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair, sexual feelings

YEAR GROUP	RHSE THEME	LESSON INTENTIONS AND OUTCOMES	VOCABULARY
YEAR 6	<p>Puberty, Relationships & Reproduction</p> <p><i>KS2 science curriculum: -recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to parents.</i></p>	<p><u>Learning Intention</u></p> <ul style="list-style-type: none"> • To consider puberty and reproduction • Exploring the importance of communication and respect in relationships • To consider different ways people might start a family • To explore positive and negative ways of communicating in a relationship <p><u>Learning Outcomes</u></p> <ul style="list-style-type: none"> • Describe how and why the body changes during puberty in preparation for reproduction • Talk about puberty and reproduction with confidence • Explain differences between healthy and unhealthy relationships • Know that communication and permission seeking are important • Describe the decisions that have to be made before having children • Know some basic facts about conception and pregnancy • To have considered when it is appropriate to share personal/private information in a relationship • To know how and where to get support if an online relationship goes wrong. 	<p>womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, relationship, friendship, love, consent, intimacy, communication, personal/private information, internet safety</p>

YEAR GROUP	RHSE THEME	LESSON INTENTIONS AND OUTCOMES	VOCABULARY
YEAR 6	Keeping Safe, including FGM	<p><u>Learning Intention</u> To know we all have the right to be safe</p> <p><u>Learning Outcomes</u></p> <ul style="list-style-type: none"> • To know how someone can be safe and in control of their body • To understand what FGM stands for • To know where to go for help. 	female, genital, mutilation
YEAR 6	Respect and Equality	<p><u>Learning Intention</u> Explore practical steps that could be taken in a range of contexts to support respectful relationships</p> <p><u>Learning Outcomes</u></p> <ul style="list-style-type: none"> • Explain the importance of respecting others, even when they are very different to us • Know that we can all take positive steps to support equality. 	respect, equality

Appendix 2: By the end of primary school what pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none">• That families are important for children growing up because they can give love, security and stability• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	<ul style="list-style-type: none">• How important friendships are in making us feel happy and secure, and how people choose and make friends• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right• 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 how to seek help or advice from others, if needed.

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online.

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none">• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know• How to recognise and report feelings of being unsafe or feeling bad about any adult• How to ask for advice or help for themselves or others, and to keep trying until they are heard• How to report concerns or abuse, and the vocabulary and confidence needed to do so• Where to get advice e.g. family, school and/or other sources.

Appendix 3: Year 6 Parent Form: Withdrawal from sex education within RHSE

TO BE COMPLETED BY PARENTS

Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents	