



**Cokethorpe**  

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**SCHOOL**

# Relationships and Sex and Health Education Policy (RSE)

September 2024

## RELATIONSHIPS AND SEX AND HEALTH EDUCATION POLICY (RSE)

### The School's position

A Liberal Education allows children the freedom to contemplate, explore and respond. In keeping with the School's Leadership Traits, Cokethorpe values integrity, courage, empathy, judgement, ambition and responsibility to allow children to live productively in a dramatically changing world.

We embrace the diversity of children's talents, ideas and experiences. As part of this, pupils and students are made aware of the protected characteristics outlined in the 2010 Equality Act. These characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation. All pupils are taught specifically about the Equality Act when studying legal rights, responsibilities, and obligations from Fourth Form upwards, although the characteristics are also continuously revisited lower down the School.

This Policy was written by the Co-ordinator of the Wellbeing and Integrity Toolkit (WIT) programme that in other schools is referred to as the Personal Social Health Education programme (PSHE) in consultation with parents, teachers and pupils. It has been approved by the School's Governing Body.

### Legal Requirements of School

It is now a statutory requirement for schools to deliver Relationships Education and the Department of Education (DfE) encourages schools to deliver Sex Education that ensures both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science – how a baby is conceived and born.

We acknowledge that under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health and Economic (PSHE) Education provision.

### Definitions

For the purpose of this policy, "Relationships and Sex Education" is defined as teaching pupils and students about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others and includes puberty, conception, reproduction and birth. "Health Education" is defined as teaching students about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked. At Cokethorpe, this is delivered through our WIT programme.

### Subject Content

Our WIT programme, including statutory Relationships and Health education, and sex education, as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

The School's WIT provision supports the School's aims of preparing pupils for the future as global citizens who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire School's curriculum and culture. The School has a powerful combination of a planned thematic WIT programme, built around a spiral curriculum of recurring themes, designed to:

- Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
- Encourage and support the development of social skills and social awareness;
- Enable pupils to make sense of their own personal and social experiences;

- Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
- Enable effective interpersonal relationships and develop a caring attitude towards others;
- Encourage a caring attitude towards and responsibility for the environment;
- Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
- Understand how society works and the laws, rights and responsibilities involved.

There is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

The content of WIT lessons can be found in the attached Scheme of Work (Appendix A). Content is taken from PSHE Association, Every Child Matters and Coram SCARF (Prep School). WIT lessons are delivered by teachers and visiting speakers.

The WIT coordinator is responsible for the Senior School Curriculum and the Head of Prep School is responsible for the Prep School Curriculum.

Where pupils may have a particular sensitivity to an issue, Housemasters and Tutors will discuss the sessions with the pupil in advance (or with the parent in the Prep School.)

As with all lessons, RSE is differentiated to suit the pupils needs including those with SEND.

### **Monitoring and Evaluation**

Parents are encouraged to communicate regularly with Tutors and Housemasters on all aspects of School life and are invited to contact the WIT coordinator, Deputy Headmaster or Head of Prep School with any questions or concerns about Sex and Relationships Education.

The WIT coordinator and Head for Prep School organise an annual workshop for parents in the Lent term.

Delivery is monitored by Housemasters in the Senior School and overseen by the WIT coordinator. Evaluations are also made through pupil contributions to lessons and pupil voice.

### **Right to Withdraw**

There is no right to withdraw from Relationships Education; all sessions are carefully planned to provide pupils and students with an age-appropriate, inclusive overview of relationships and factors which can influence these. It is possible to withdraw pupils from Sex Education after consultation with the Headmaster, but pupils are able to opt back into the programme after the age of fifteen. Cokethorpe School has determined the distinction between Sex and Relationships Education carefully to ensure that pupils and students have a comprehensive understanding of how to form, maintain, and resolve conflict in relationships.

If parents wish to discuss withdrawing their child from Sex Education sessions then they should make contact with Mrs Black (Prep School) or Mr Stevens (Senior School).

|                  | <b>Michaelmas 1<br/>Me and My Relationships<br/>Courage</b>   | <b>Michaelmas 2<br/>Valuing Difference<br/>Empathy</b>   | <b>Lent 1<br/>Keeping Myself Safe<br/>Ambition</b>   | <b>Lent 2<br/>Rights and Responsibilities<br/>Responsibility</b>   | <b>Summer 1<br/>Being my Best<br/>Integrity</b>  | <b>Summer 2<br/>Growing and Changing<br/>Judgement</b>  |
|------------------|---|--|--|--|--|---|
| <b>Reception</b> | What makes me special<br>People close to me<br>Getting help   | Similarities and difference<br>Celebrating difference<br>Showing kindness  | Keeping my body safe<br>Safe secrets and touches<br>People who help to keep us safe                                    | Looking after things: friends, environment, money  | Keeping my body healthy – food, exercise, sleep<br>Growth Mindset  | Cycles<br>Life stages   |
| <b>Year 1</b>    | Feelings<br>Getting help<br>Classroom rules<br>Special people<br>Being a good friend                                  | Recognising, valuing and celebrating difference<br>Developing respect and accepting others<br>Bullying and getting help                                      | How our feelings can keep us safe – including online safety<br>Safe and unsafe touches<br>Medicine Safety<br>Sleep     | Taking care of things: Myself<br>My money<br>My environment  | Growth Mindset<br>Healthy eating<br>Hygiene and health<br>Cooperation  | Getting help<br>Becoming independent<br>My body parts<br>Taking care of self and others             |
| <b>Year 2</b>    | Bullying and teasing<br>Our school rules about bullying<br>Being a good friend<br>Feelings/self-regulation            | Being kind and helping others<br>Celebrating difference<br>People who help us<br>Listening Skills  | Safe and unsafe secrets<br>Appropriate touch<br>Medicine safety  | Cooperation<br>Self-regulation<br>Online safety<br>Looking after money – saving and spending   | Growth Mindset<br>Looking after my body<br>Hygiene and health<br>Exercise and sleep                                    | Life cycles<br>Dealing with loss<br>Being supportive<br>Growing and changing<br>Privacy             |
| <b>Year 3</b>    | Rules and their purpose<br>Cooperation<br>Friendship (including respectful relationships)<br>Coping with loss         | Recognising and respecting diversity<br>Being respectful and tolerant<br>My community  | Managing risk<br>Decision-making skills<br>Drugs and their risks<br>Staying safe online                                | Skills we need to develop as we grow up<br>Helping and being helped<br>Looking after the environment<br>Managing money                                     | Keeping myself healthy and well<br>Celebrating and developing my skills<br>Developing empathy                          | Relationships<br>Keeping safe<br>Safe and unsafe secrets  |
| <b>Year 4</b>    | Healthy relationships<br>Listening to feelings<br>Bullying<br>Assertive skills  | Recognising and celebrating difference (including religions and cultural difference)<br>Understanding and challenging stereotypes                            | Managing risk<br>Understanding the norms of drug use (cigarette and alcohol use)<br>Influences<br>Online safety        | Making a difference (different ways of helping others or the environment)<br>Media influence<br>Decisions about spending money                             | Having choices and making decisions about my health<br>Taking care of my environment<br>My skills and interests        | Body changes during puberty<br>Managing difficult feelings<br>Relationships including marriage      |
| <b>Year 5</b>    | Feelings<br>Friendship skills, including compromise<br>Assertive skills<br>Cooperation<br>Recognising emotional needs | Recognising and celebrating difference, including religions and cultural<br>Influence and pressure of social media   | Managing risk, including online safety<br>Norms around use of legal drugs (tobacco, alcohol)<br>Decision-making skills | Rights and responsibilities<br>Rights and responsibilities relating to my health<br>Making a difference<br>Decisions about lending, borrowing and spending | Growing independence and taking responsibility<br>Keeping myself healthy<br>Media awareness and safety<br>My community | Managing difficult feelings<br>Managing change<br>How my feelings help keeping safe<br>Getting help |
| <b>Year 6</b>    | Assertiveness<br>Cooperation<br>Safe/unsafe touches<br>Positive relationships   | Recognising and celebrating difference<br>Recognising and reflecting on prejudice-based bullying<br>Understanding Bystander behaviour<br>Gender stereotyping | Understanding emotional needs<br>Staying safe online<br>Drugs: norms and risks (including the law)                     | Understanding media bias, including social media<br>Caring: communities and the environment<br>Earning and saving money<br>Understanding                   | Aspirations and goal setting<br>Managing risk<br>Looking after my mental health  | Coping with changes<br>Keeping safe<br>Body Image<br>Sex education<br>Self-esteem                   |

**Appendix A: Whole School Long Term Plan**

|                    | Michaelmas 1   | Michaelmas 2  | Lent 1  | Lent 2   | Summer 1   | Summer 2  |
|--------------------|--|---|---|--|--|---|
| <b>First Form</b>  | <b>Self- Development</b><br>Transitioning to secondary school – identifying aspirations, suitable goals & recognising strengths and weaknesses   | <b>Emotional Growth</b><br>Identifying factors which affect self-esteem, considering the treatment of others, and managing emotions. We discuss addictions to drinks, both alcoholic and caffeinated.       | <b>Digital Literacy and Safety</b><br>Being aware of the dangers of online residency, including online relationships and bullying, grooming, digital footprints, social media and smart phones. | <b>Positive Relationships</b><br>Expectations of relationships, gender role models, trust and boundaries. Discussion of sexting and the laws of image sharing, and an introduction to FGM.   | <b>Embracing change (health and puberty)</b><br>Healthy routines, including personal hygiene, sleep and exercise. Dealing with changes during puberty.                   | <b>Cokethorpe Community</b><br>Considering actions to be more sustainable. Ensuring personal safety whilst out and about.   |
| <b>Second Form</b> | <b>Why the Treatment of Others Matters</b><br>We look at equality, inequality and equity, with an emphasis on belonging when considering extremism and radicalisation. We consider how and why discrimination laws have changed over time. | <b>Mental Health and Wellbeing: Being the best you</b><br>Attitudes towards mental health, including unhealthy and healthy coping strategies. Digital resilience and it's contribution to mental wellbeing. | <b>The 4C's</b><br>Understanding of relationships in relation to context, communication, consent, and contraception. We also discuss sexual orientation and gender identity.                    | <b>Staying Safe</b><br>Understanding the importance of the brain in relation to addictions, including smoking and vaping. Basic First Aid and self defence. We also consider gynaecological health (females) and contending with hormones (males). | <b>Digital and Media Worlds</b><br>The pitfalls of social media and fake news, including group thinking and persuasion. We consider the opportunities and dangers of AI. | <b>Making a difference</b><br>Sustainability and the climate, linked in to careers. The rewards and challenges of work.   |
| <b>Third Form</b>  | <b>Digital Literacy and Safety</b><br>Being aware of the dangers of online residency, including online relationships and bullying, grooming, digital footprints, social media and smart phones.  | <b>Dealing with emotions</b><br>Understanding types of mental ill-health, safeguarding mental health. Dealing with grief, loss & bereavement.   | <b>Responsible relationships</b><br>Relationships education looking at positive and abusive relationships between peers, partners and power structures. Consent is also further explored.       | <b>Dealing with pressures</b><br>Body image and food, underage drinking and partying, as well as the addiction and monetisation of gaming  | <b>Sexuality and Gender</b><br>Gender expectations, personal identity and diversity, and same-sex relationships  | <b>The wider world</b><br>Know the law and how it works for young offenders, with a focus on county lines and gang exploitation. Finances: the basics, earning and managing money |
| <b>Fourth Form</b> | <b>Being a Critical Thinker</b><br>Understanding how the media affects your view of the world. Recognising 'fake news' and forming a more balanced opinion.  | <b>Belonging in Society</b><br>Looking at communities and key places of belonging, when things go right and wrong. This includes marriage and civil partnerships, family conflicts, and far wing groups.    | <b>Reframing negative thinking</b><br>Mental and physical coping strategies to deal with pressure and anxiety.  | <b>Sexuality and Relationships</b><br>Expectations and pressures of sex, pornography, contraception and STIs   | <b>Physical health and attitudes</b><br>Body image in relationship to exercise. The slippery slope of drugs  | <b>Personal Safety</b><br>Knife crime and the law   |

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| Fifth Form | <p><b>Sex and Relationships</b><br/>Pressure, persuasion and coercion in relation to sexual partners, pregnancy outcomes and dealing with break ups.</p> | <p><b>Looking after your mind and body</b><br/>Stress and motivation, how to hold them in tension. Managing anxiety to enable sleep and relaxation.</p> | <p><b>Relationships challenges</b><br/>Managing abuse in relationships including sextortion and rape.</p> | <p><b>Lifestyle choices</b><br/>How choices affect fertility. How choices affect your brain, in relation to gambling.</p> | <p><b>Finance and Careers</b><br/>Financial and cyber fraud.</p> | <p><b>Exams</b></p> |
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