

Thinking Schools Academy Trust
“Transforming Life Chances”

New Horizons Primary School



Relationship and Sex Education Policy

This policy was adopted in September 2022
This policy will be reviewed in September 2023

Rationale

At New Horizons Primary School we understand the importance of laying foundations for learning about relationships and sex education (RSE) to enable skills to be built on through childhood into adulthood. Through our relationships and sex education we promote the social, moral, cultural and spiritual development of children and prepare them for the opportunities, responsibilities and experiences of adult life. We link our planning to [DfE guidelines regarding RSE and health education](#), as well as curriculum guidance from the [PSHE Association programme of study for Portsmouth](#). In Key Stage 2, PSHE is also planned and delivered using PIXL 'Character' and 'Culture' resources. We also draw on relevant resources from the 'Health for Life' resources and the 'First Steps to Rights' resource, throughout our PSHE medium term planning to aid our teaching and learning of RSE. Our focus during RSE in KS1 is on providing children with the 'fundamental building blocks' of positive relationships, in relation to family relationships, friendships and relationships with children and other adults, as recommended in the DfE statutory guidance. In KS2 the children will continue to build on their understanding of relationships and learn about the physical and emotional changes relating to growing up. This includes how to look after the body and how to be safe and healthy. Where necessary our relationships and sex education, particularly in KS2, is taught through the science curriculum.

Aims

- To help children make responsible and well informed decisions about their lives.
- To focus on friendships and promote positive, worthwhile and satisfying relationships based on mutual respect.
- To provide children with information about the physical and emotional changes that they will experience whilst growing.
- To support children's emotional health and well-being by providing positive experiences and opportunities in a safe environment.
- To enable children to mature and develop confidence and self-esteem.
- To enable children to be safe throughout their online activities, and to understand and respond appropriately and safely to any risks they may face online.
- To help children learn to respect themselves and others, recognising one another's differences and similarities and helping prevent bullying and prejudice.
- To support children in managing their academic, personal and social lives in a positive way now and in their future.

Definition

RSE is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. RSE, within PSHE, aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and the skills to stay safe both on and offline. It is not about promoting sexual activity, but enabling pupils to explore their own and other's attitudes and values in a safe and respectful context.

Statutory Requirements

At New Horizons Primary School, we teach PSHE and RSE as set out in this policy. The Department for Education outlines compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020. Also, from September 2020 it will be compulsory for all schools to teach Health Education. Through these subjects, we want to support all young people to be safe, happy and healthy – we want to equip them for adult life, and to become responsible citizens.

Curriculum

At New Horizons, we integrate the compulsory elements of RSE and health education outlined in the 2019 DfE statutory guidance within a broader PSHE curriculum, planned in accordance with the objectives outlined in the 2014 PSHE Association recommended guidance for Portsmouth. This separates the areas of learning into 3 main themes:

- Health and Wellbeing
 - Relationships
 - Living in the Wider World

The 2019 DfE guidelines around RSE identify 5 'topics' within relationships education, as well as objectives linked to health education. All objectives in each of these topics are addressed through learning opportunities in all three of the core themes. Each of these are covered throughout Key Stage 1 and Key Stage 2. Details of when children visit and revisit different objectives can be found on the PSHE long term planning. Throughout their time at New Horizons, our PSHE long term planning ensures that children are provided with a range of opportunities to meet the objectives recommended in the PSHE association Programme of Study for Portsmouth. Many of these are embedded in many of the points raised in the DfE statutory guidance on RSE and health education. In Key Stage 2, we are committed to teaching age-appropriate sex education alongside relationships and health education. Details of the objectives that we cover relating to the DfE relationships objectives are as follows;

DfE Relationships Education Topic	Linked objectives covered by New Horizons' PSHE Long Term Planning 3 Core Themes: 1 Health and Wellbeing 2 Relationships 3 Living in the Wider World (including friendships, online relationships and family relationships)	
	Key Stage 1	Key Stage 2
Topic 1: Families and people who care for me	<ul style="list-style-type: none"> • to identify and respect the differences and similarities between people • to identify their special people (family, friends, carers), what makes them special and how special people should care for one another • to recognise different types of relationships, including those between acquaintances, friends, relatives and families • to understand that they belong to different groups and communities such as family and school • to identify people who look after them, their family networks, who to go to if they are worried and how to attract their attention 	<ul style="list-style-type: none"> • to recognise different types of relationships, including those between acquaintances, friends, relatives and families • to recognise that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment • to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support

<p>Topic 2: Caring Friendships</p>	<ul style="list-style-type: none"> • to identify their special people (family, friends, carers), what makes them special and how special people should care for one another • to recognise that their behaviour can affect other people (Implicit in several bullet points in the guidance) • to recognise what is fair and unfair, kind and unkind, what is right and 	<ul style="list-style-type: none"> • to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships • to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support • to develop strategies to resolve disputes and conflict through negotiation and
	<ul style="list-style-type: none"> □ wrong (Implicit in several bullet points in the guidance) to understand that people's bodies and feelings can be hurt (including □ what makes them feel comfortable and uncomfortable) to listen to other people and play and work cooperatively (including strategies to □ resolve simple arguments through negotiation) to recognise different types of teasing and bullying, to □ understand that these are wrong and unacceptable to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say 	<ul style="list-style-type: none"> □ appropriate compromise
<p>Topic 3: Respectful Relationships</p>	<ul style="list-style-type: none"> □ to identify and respect the differences and similarities between people to □ understand that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed) to □ recognise different types of teasing and bullying, to understand that these are wrong and unacceptable to □ understand and implement strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help 	<ul style="list-style-type: none"> □ to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view to understand □ personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy to recognise and challenge □ stereotypes to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help) □ to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)

		<ul style="list-style-type: none"> □ to realise the consequences of antisocial, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk
<p>Topic 4: Online Relationships</p>	<ul style="list-style-type: none"> □ to identify rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety □ to recognise that they share a responsibility for keeping themselves 	<ul style="list-style-type: none"> □ to recognise how images in the media (and online) do not always reflect reality □ to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
	<p>and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'</p>	<ul style="list-style-type: none"> □ to realise the nature and consequences □ of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help) □ to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support □ to recognise how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media □ to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others □ to identify and implement strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others □ to identify the people who are responsible for helping them stay healthy and safe; how they can help these people keep them healthy and safe

<p>Topic 5: Being Safe</p>	<ul style="list-style-type: none"> □ to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond □ to understand what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy □ to recognise the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid □ to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell □ to identify people who look after them, their family networks, who to go to if they are worried and how to 	<ul style="list-style-type: none"> □ to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy □ to understand how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable □ to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and □ how to respond to identify ways of taking care of their body, understanding that they have the right to protect their body from □ inappropriate and unwanted contact to understand the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a
	<p>attract their attention</p>	<p>confidence' or 'share a secret</p> <ul style="list-style-type: none"> □ to recognise when they need help and to develop the skills to ask for help □ to identify people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe

As part of PSHE at New Horizons, we also teach according to the DfE statutory health education objectives, which are threaded through our PSHE medium term planning. The Health Education objectives are divided into 8 topics;

Mental Wellbeing	Internet Safety and Harms	Physical Health and Fitness	Healthy Eating
<p>Drugs, Alcohol and Tobacco</p>	<p>Health and Prevention</p>	<p>Basic First Aid</p>	<p>Changing Adolescent Body (year 5 and 6 only) (and Human Reproduction – linked to Portsmouth programme of Study- in year 6 only)</p>

Opportunities provided to meet these aims:

- PSHE opportunities are threaded through all of the school's work including SMSC (social, moral, spiritual and cultural) assemblies, the school's vision and rights and responsibilities, our BLP and mind-set work.

- Areas of RSE are taught through weekly PSHE and P4C sessions, including blocked sessions about antibullying and friendship.
- Whole school Winter and Summer Safety days actively promote and teach many PSHE aspects and experiences, with sessions specifically focusing on keeping safe, positive and negative relationships and online safety.
- Time to talk sessions and class circle times are used to provide opportunities to discuss feelings and to promote listening and communication skills.
- Long term and medium term planning is in place to ensure curriculum coverage and progression.
- PSHE curriculum objectives are identified on topic webs to ensure PSHE is taught through a cross curricular approach as far as possible.
- Some aspects of RSE and health education will be taught through the science National Curriculum.
- Where appropriate, outside agencies will be used to help broaden the children's knowledge and understanding, e.g. visit from dentist and community police officers.
- Some aspects of RSE will be included through daily routines and experiences, e.g. the promotion of the school ethos, thinking of the consequences of actions on friends, school council and the establishment phase.

Teaching and Learning

Children are taught RSE through PSHE sessions in their class by their class teacher. All children are aware of the 'circle time' rules in order that all children's feelings and contributions are respected. The following considerations will be in place:

- No one will have to answer a personal question.
- No child is forced to participate in a discussion.
- Meanings of words will be explained when necessary.
- Teachers will ensure they do not make value judgements even if unintentional.

In situations where circle time or PSHE discussions lead teachers to become aware of concerns for a child's wellbeing, or a child makes a disclosure, these should be reported following the school safeguarding procedures.

Parents and Community Links

The most effective form of relationship and sex education occurs when parents and school work together. Through our website and topic webs parents will be informed of RSE education giving the context in which it is being taught and how it can be related to an integrated topic. Where appropriate, outside agencies such as health care professionals will be included in the teaching of RSE and parents will be informed when this is occurring; if necessary, parents will be signposted to these services for additional support or guidance. Where necessary, we also share with parents the best practice known with regard to RSE, so that teaching in school supports the key messages that parents and carers give to children at home, and children are provided with consistent information and messages. We think this is particularly important with regard to RSE in Key Stage 2, when parents are invited into school to view the objectives and resources which will be used in teaching their child.

We retain parents' right to withdraw their child from sex education within RSE (other than sex education in the National Curriculum as part of science). There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught. If a parent wishes their child to be withdrawn from the sex education elements of RSE, they should discuss this with the headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. Parents should be aware that schools are legally required to provide a broad, balanced curriculum. Sex education topics can arise incidentally and overlap with relationships education lessons and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. Requests for withdrawal should be put in writing and addressed to the headteacher. The headteacher will discuss the request with parents and take appropriate action.

Inclusion and Equal Opportunities

At New Horizons Primary School, all children regardless of age, gender, race and ability will be given the same opportunities. We will ensure that provision is in place to enable children make progress build on their achievements.

Assessment and reporting to parents

Children's progress in PSHE and RSE will be recorded in topic books. Assessment will be carried out in line with the school's assessment policy, verbally through parents evening and recorded in topic books.

Monitoring and Review

The PSHE subject leaders (KS1/KS2) and the Headteacher are responsible for monitoring the standards of children's work and the quality of teaching of this subject. The subject leaders are also responsible for reporting to the headteacher, evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

The RSE programme is reviewed annually by the PSHE leaders and staff. Any changes to the programme policy will be made in the light of feedback from staff, parents, children, governors and outside agencies.

Health and Safety

Teachers are ultimately responsible for safety, however children should be encouraged to recognise potential dangers and to become progressively more responsible for their own safety and that of others. Adults should be aware of any safety issues before they undertake any work with a child.

Confidentiality

The teacher will make it clear that they cannot keep information confidential if it relates to the safety of the child. Any such issues must be reported to the teacher in charge of child protection.

Dissemination

All staff members are aware of the Relationships and Sex Education Policy. The policy has been written in conjunction with staff, governors and parents. All staff members, governors and any adult who wishes to see a copy of the Relationship and Sex Education Policy can do so. A copy for staff is located in the policy file and a copy remains in the PSHE file.

Date:

Review:

Signed:

Chair of Governors

Headteacher