

New Horizons Seaside Primary

Relationships and Sex Education (RSE) Policy

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Reviewed By:	Mr Lee Murley (Headteacher / Chief Executive Officer)

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1. Aims

The aims of Relationships and Sex Education (RSE) at New Horizons Seaside Primary 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

All of the above is delivered at New Horizons Seaside Primary through designated Personal Development sessions which follow the SCARF materials as well as the relevant content set out in the science section of the National Curriculum.

2. Statutory requirements

The Relationships Education, RSE and Health Education (England) Regulations 2019 mean that Relationships Education is compulsory in all primary schools.

Please see our Personal Development Policy for full details about how we meet the statutory requirements for Relationships Education through the SCARF scheme of work.

Puberty (including menstruation) is a statutory part of what schools should teach children about relationships and health and the national curriculum for Science also covers statutory subject content such as naming the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

At New Horizons Seaside Primary, using SCARF materials, we cover some additional Sex Education content at an age-appropriate level with our pupils. The key rationale for doing this, is that due to the access many of our children have to the internet, some of our children may turn to inappropriate sources of information to answer any questions they may have.

Please see the following sections: 3. Policy development and 8. Parents' Right to Withdraw with regards to the above.

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
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – a Parental working party was established to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, changes as children grow older including puberty, sexuality, healthy lifestyles, diversity and personal identity.

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

RSE is not about the promotion of sexual activity.

5. Curriculum

The RSE elements of our Personal Development Curriculum (SCARF Growing and Changing Units) are set out in Appendix 1. We may need to adapt these 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. 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.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

Within National Curriculum Science in Year 2, the children learn that animals, including humans, have offspring that grow into adults. They are introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Year 5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils.

Within our non-statutory sex education that takes place in Year 6, children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase.

6. Delivery of RSE

At New Horizons Seaside Primary, we have combined RSE (statutory Relationship and Sex Education) with elements of PSHE (non-statutory Personal, Social and Health Education) to create a new subject with a child-friendly title: Personal Development (PD). Biological aspects of RSE are taught within the science curriculum, 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

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).

Please also see our New Horizons Seaside Primary Personal Development (PD) Policy.

7. Roles and responsibilities

7.1 The Local Governing Body

The Local Governing Body has approved the RSE policy, and holds the Chief Executive Officer to account for its implementation.

7.2 The Chief Executive Officer (Headteacher)

The Chief Executive Officer (Headteacher) is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory / non-science components of RSE (see section 8).

7.3 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 the non-statutory / non-science components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Chief Executive Officer (Headteacher).

7.4 Pupils

Pupils are expected to engage fully in all PD and science lessons, including those which cover aspects of RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8. Parents' right to withdraw

See Appendix A for an overview of the 'Changing and Growing' units for each year group.

Parents do not have the right to withdraw their children from learning about the Relationships Education content.

Parents do have the right to withdraw their children from the non-statutory / non-science components of Sex Education within RSE, highlighted in turquoise in Appendix A.

In each year group, teachers will provide Parents / Carers with an overview via ParentMail of what they will be covering in the upcoming SCARF 'Changing and Growing' units **at least two weeks before the unit begins**, so Parents / Carers are aware of what will be discussed in school and are prepared to answer any questions their children may have.

These overviews will clearly state whether any content is non-statutory.

A meeting time will be offered for Parents / Carers to ask any questions they have about non-statutory content and to view our resources – this meeting will be attended by the Year / Phase Leader and the Chief Executive Officer (Headteacher).

Should Parents / Carers still wish to remove their children from the relevant sessions covering non-statutory content, they should notify the Chief Executive Officer (Headteacher) of this in writing, with a brief explanation of their reasons for doing so.

Before granting a request to withdraw a child, the Chief Executive Officer (Headteacher) will invite the Parent to discuss with request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

The Chief Executive Officer will discuss with the Parent / Carer the benefits of receiving this important education and any detrimental effects that withdrawal may have on their child. This could include any social and emotional effects of not participating in sessions with their peers, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the Parent proposes to deliver sex education to their child at home instead).

New Horizons Seaside Primary is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

9. Training

- Staff are trained on the delivery of RSE as part of their induction.
- The Chief Executive Officer (Headteacher) will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE as appropriate.

10. Monitoring arrangements

The delivery of RSE is monitored by the Personal Development Lead through:

- Half-termly lesson visits across all year groups, work and planning scrutinies and pupil conferencing.
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually by Mr L Murley (Chief Executive Officer / Headteacher) and the the Personal Development Lead.

At every review, the policy will be approved by the Local Governor attached to Personal Development (RSE / PSHE).

Appendix A: Overview of the content of the SCARF ‘Changing and Growing’ units

Year Group	Curriculum Overview – Growing and Changing Learning Outcomes
R	<ul style="list-style-type: none"> • Understand that there are changes in nature and humans. • Name the different stages in childhood and growing up. • Understand that babies are made by a man and a woman. • Use the correct vocabulary when naming the different parts of the body. • Know how to keep themselves safe. • Name the different seasons and describe their differences. • Explain the changes that occur as seasons change. • Talk about how they have grown in resilience. • To understand that animals and humans change in appearance over time. • Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals). • Make observations and ask questions about living things. • Retell a story and respond to questions about it. • Use the language and describe the different life stages of: baby, child, teenager, adult, older age. • Talk about their own experience of growing up. • Explain that a baby is made by a woman and a man, and grows inside a mother’s tummy. • Understand that every family is different. • Talk about similarities and differences between themselves and others. • Talk about how they have changed as they have grown. • Explain the differences between babies, children, and adults. • Understand that we are all unique. • Name parts of the body (including reproductive parts) using the correct vocabulary. • Explain which parts of their body are kept private and safe and why. • Tell or ask an appropriate adult for help if they feel unsafe.
1	<ul style="list-style-type: none"> • Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); • Understand and explain the simple bodily processes associated with them. • Understand some of the tasks required to look after a baby; • Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding. • Identify things they could do as a baby, a toddler and can do now; • Identify the people who help/helped them at those different stages. • Explain the difference between teasing and bullying; • Give examples of what they can do if they experience or witness bullying; • Say who they could get help from in a bullying situation. • Explain the difference between a secret and a nice surprise; • Identify situations as being secrets or surprises; • Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. • Identify parts of the body that are private; • Describe ways in which private parts can be kept private; • Identify people they can talk to about their private parts.

2	<ul style="list-style-type: none"> • Demonstrate simple ways of giving positive feedback to others. • Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. • Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); • Understand and describe some of the things that people are capable of at these different stages. • Identify which parts of our body are private • Explain that our genitals help us make babies when we are older • Understand that we mostly have the same body parts but how they look is different from person to person. • Explain what privacy means • Know that you are not allowed to touch someone's private belongings without their permission • Give examples of different types of private information. • See link to external resources for further information.
3	<ul style="list-style-type: none"> • Identify different types of relationships; • Recognise who they have positive healthy relationships with. • Understand what is meant by the term body space (or personal space); • Identify when it is appropriate or inappropriate to allow someone into their body space; • Rehearse strategies for when someone is inappropriately in their body space. • Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; • Recognise how different surprises and secrets might make them feel; • Know who they could ask for help if a secret made them feel uncomfortable or unsafe. • Recognise that babies come from the joining of an egg and sperm; • Explain what happens when an egg doesn't meet a sperm; • Understand that for girls, periods are a normal part of puberty.
4	<ul style="list-style-type: none"> • Describe some of the changes that happen to people during their lives; • Explain how the Learning Line can be used as a tool to help them manage change more easily; • Suggest people who may be able to help them deal with change. • Name some positive and negative feelings; • Suggest reasons why young people sometimes fall out with their Parents; • Take part in a role play practising how to compromise. • Identify parts of the body that males and females have in common and those that are different; • Know the correct terminology for their genitalia; • Understand and explain why puberty happens. • Recognise that babies come from the joining of an egg and sperm; • Explain what happens when an egg doesn't meet a sperm; • Understand that periods are a normal part of puberty for girls; • Identify some of the ways they can cope better with periods. • Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; • Recognise how different surprises and secrets might make them feel; • Know who they could ask for help if a secret made them feel uncomfortable or unsafe. • Recognise that marriage includes same sex and opposite sex partners; • Know the legal age for marriage in England or Scotland; • Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.

5	<ul style="list-style-type: none"> • Use a range of words and phrases to describe the intensity of different feelings • Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; • Explain strategies they can use to build resilience. • Identify people who can be trusted; • Describe strategies for dealing with situations in which they would feel uncomfortable. • Explain how someone might feel when they are separated from someone or something they like; • Suggest ways to help someone who is separated from someone or something they like. • Know the correct words for the external sexual organs; • Discuss some of the myths associated with puberty. • Identify some products that they may need during puberty and why; • Know what menstruation is and why it happens. • Recognise how our body feels when we're relaxed; • List some of the ways our body feels when it is nervous or sad; • Describe and/or demonstrate how to be resilient in order to find someone who will listen to you. • Explain the difference between a safe and an unsafe secret; • Identify situations where someone might need to break a confidence in order to keep someone safe. • Recognise that some people can get bullied because of the way they express their gender; • Give examples of how bullying behaviours can be stopped.
6	<ul style="list-style-type: none"> • Recognise some of the changes they have experienced and their emotional responses to those changes; • Suggest positive strategies for dealing with change; • Identify people who can support someone who is dealing with a challenging time of change. • Understand that fame can be short-lived; • Recognise that photos can be changed to match society's view of perfect; • Identify qualities that people have, as well as their looks. • Define what is meant by the term stereotype; • Recognise how the media can sometimes reinforce gender stereotypes; • Recognise that people fall into a wide range of what is seen as normal; • Challenge stereotypical gender portrayals of people. • Understand the risks of sharing images online and how these are hard to control, once shared; • Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; • Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be. • Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; • Suggest strategies that would help someone who felt challenged by the changes in puberty; • Understand what FGM is and that it is an illegal practice in this country; • Know where someone could get support if they were concerned about their own or another person's safety. • Explain the difference between a safe and an unsafe secret; • Identify situations where someone might need to break a confidence in order to keep someone safe. • Identify the changes that happen through puberty to allow sexual reproduction to occur; • Know a variety of ways in which the sperm can fertilise the egg to create a baby; • Know the legal age of consent and what it means. • Explain how HIV affects the body's immune system; • Understand that HIV is difficult to transmit; • Know how a person can protect themselves from HIV

Appendix B:

How SCARF RSE units of work support the National Curriculum for Primary Science at New Horizons Seaside Primary

Year Group	Science Requirements	SCARF RSE Units
1	Animals including humans: Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Inside my wonderful body!
1	Animals including humans: (Non-statutory guidance) Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.	Inside my wonderful body! Keeping privates private
2	Living things and their habitats: (Non-statutory guidance) Pupils should be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy.	What does my body do?
2	Living things and their habitats (Non-statutory guidance) Pupils should raise and answer questions that help them to become familiar with the life processes that are common to all living things.	My body, your body
2	Animals including humans: Notice that animals, including humans, have offspring which grow into adults.	My body, your body Taking care of a baby
2	Animals including humans: Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).	Taking care of a baby What does my body do? What could Harold do? My body needs...
2	Animals including humans: Describe the importance for humans of exercise, eating the right amounts of different foods and hygiene.	My body needs... / Harold's bathroom What could Harold do? Catch it! Bin it! Kill it! / Eat well Harold's postcard - helping us to keep clean and healthy / I can eat a rainbow Harold's wash and brush up Harold's picnic
2	Animals including humans: (Non-statutory guidance) Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans.	Harold's picnic / I can eat a rainbow Taking care of a baby / Super sleep
2	Animals including humans: (Non-statutory guidance) Pupils should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. Growing into adults can include reference to baby, toddler, child, teenager, adult.	Taking care of a baby Haven't you grown!
3	Animals including humans: Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.	Help or harm? Alcohol and cigarettes: the facts SCARF Hotel
3	Animals including humans: (Non-statutory guidance) Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.	Body team work

3	Animals including humans: (Non-statutory guidance) Pupils might research different food groups and how they keep us healthy and design meals based on what they find out.	Derek cooks dinner! (healthy eating)
4	Living things and their habitats: Recognise that environments can change and that this can sometimes pose dangers to living things.	Harold's environment project Let's have a tidy up!
4	Living things and their habitats: (Non-statutory guidance) Pupils should explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation.	Let's have a tidy up! Harold's environment project Harold's Seven Rs
5	Living things and their habitats: Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.	Making babies
5	Animals including humans: Describe the changes as humans develop from birth to old age.	Making babies Is this normal?
5	Animals including humans: (Non-statutory guidance) Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.	Is this normal? Preparing for changes at puberty (formerly Period positive/preparing for periods) Growing up and changing bodies
5	Animals including humans: (Non-statutory guidance) Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.	Making babies
6	Animals including humans: Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.	Five Ways to Wellbeing project
6	Animals including humans: Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.	Five Ways to Wellbeing project Getting fit / Know the norms Medicines: check the label What sort of drug is...? Smoking: what is normal? Drugs: true or false? / What's the risk? (1) Would you risk it?
6	Animals including humans: Describe the ways in which nutrients and water are transported within animals, including humans.	Five Ways to Wellbeing project
6	Animals including humans: (Non-statutory guidance) Pupils should build on their learning from Years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function.	Five Ways to Wellbeing project
6	Animals including humans: (Non-statutory guidance) Pupils should learn how to keep their bodies healthy and how their bodies might be damaged - including how some drugs and other substances can be harmful to the human body.	Getting fit / What sort of drug is...? Smoking: what is normal? What is HIV? / Rat Park / What's the risk? (1) Drugs: true or false?
6	Animals including humans: (Non-statutory guidance) Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.	Drugs: true or false? What's the risk? (1) Rat Park Smoking: what is normal? What sort of drug is...? Getting fit
6	Evolution and inheritance: Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their Parents.	Making babies