

Kings' Forest Primary School

Policy	<i>Sex and relationships</i>
Author/Person Responsible	<i>Mollie Brister PSHE Lead</i>
Date of Ratification	<i>March 2023</i>
Review Group	<i>Quality of Education Committee</i>
Ratification Group	<i>Full Governing Body</i>
Review Frequency	<i>Annually</i>
Review Date	<i>March 2024</i>
Previous Review Amendments/Notes	
Related Policies	<i>Child Protection and Safeguarding</i>
Chair of Governors Signature	

Distribution List

- **Full Governing Body**
 - Ratification at Full Governing Body
 - Review is the responsibility of the Quality of Education committee
- **Internal**
 - Kings' Forest Primary School Web Site
 - Staff Meeting
- **Paper Copies**
 - Staff Room
 - Head teachers office
- **Internet Copies**
 - Kings' Forest Primary School Web Site
www.kingsforestschoo.co.uk

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices:	PSHE & RSE	DATE:	
EIA CARRIED OUT BY:		EIA APPROVED BY:	

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		
Gender reassignment (transsexual)		
Marriage and civil partnership		
Pregnancy and maternity		
Racial groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		
Sex (male, female)		
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		

Any adverse impacts are explored in a Full Impact Assessment.

AIMS AND OBJECTIVES

Relationships and Health Education (RHE) is an important part of our school commitment to provide pupils with the knowledge, skills and understanding to keep themselves safe, make healthy choices, develop respect for themselves and others, and form positive and healthy relationships. Our school values are: Be Kind, Be Respectful, Be responsible, Be positive.

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being. The RSE curriculum will prepare all learners to develop positive attitudes towards different types of people and families including LGBT+ families.

RSE at Kings' Forest will contribute to the requirement of the DfES that the school curriculum should be one which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society;
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

OUR RATIONAL

We use the Discovery Education programme to deliver our PSHE curriculum and our RSE curriculum. We believe that the Discovery Education programme is the right programme for us because it has;

- been written by expert practitioners in the field;
- has age-appropriate content for each year group;
- has high quality and engaging video content;
- has lots of interactive learning activities;
- fits with our school values and ethos;
- covers statutory elements of the DFE RSHE

guidance. MORAL AND VALUES FRAMEWORK

The RSE programme at Discovery Education reflects the school ethos and demonstrates and encourages the following values:

- respecting ourselves and others;
- being kind to ourselves and others;

- taking responsibility for ourselves and others;
- being positive about ourselves and others;
- learn about ourselves and others.

STATUTORY RELATIONSHIPS AND HEALTH EDUCATION (RHE)

Here at Kings' Forest Primary School we include the statutory Relationships and Health Education within our whole-school PSHE Programme. To ensure progression and a 'spiral' curriculum, we use Discovery Education as our chosen teaching and learning programme and tailor it to children's needs.

The list below shows the statutory content that must be covered in primary schools;

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

WHOLE-SCHOOL APPROACH

Discovery Education covers the statutory requirements for teaching Primary Health Education and Relationships education from September 2020. It contains lessons for teaching all aspects of the guidelines, including the non- statutory aspects of primary sex education. The programme develops skills and knowledge in a values-based context which enables schools to convey and enhance their own values, learning and behaviour, supporting these whole-school approaches to developing pupil wellbeing. The table below gives the topic being taught each term and these are taught across the school. The learning deepens and broadens every year, enabling pupils to develop, practise and apply knowledge and skills across different contexts and situations.

Term	Topic	Content
Autumn 1	Healthy and happy friendships	The topic explores the importance of friends, what being a good friend means, and how to keep friendships

		positive and healthy. Pupils investigate their own values and identity and develop skills to resolve difficulties within friendships, including maintaining and respecting personal boundaries and safe touch, managing peer pressure and the effects on friendships of change.
Autumn 2	Similarities and differences	This topic explores and celebrates the similarities and differences between people, exploring and encouraging ways to value and respect difference and diversity. It looks at the damaging effect that stereotypes can have, and how to identify and challenge them. It helps pupils recognise their own personal strengths and abilities, and develop self-respect.
Spring 1	Caring and responsibility	This topic focuses on special people. It explores why they are special and how they care for and keep one another safe. It examines pupils' increasing responsibilities towards themselves and others as they get older, including the role they can play and the difference they can make within their communities.
Spring 2	Families and committed relationships	This topic explores the importance and diversity of families, and the characteristics of healthy, positive family relationships. It enables pupils to recognise

		when they may feel unsafe within a family, and how to ask for help if they need it. It identifies the characteristics of a committed relationship, and at Year 6 explores human reproduction and other ways that people can start a family.
Summer 1	Healthy bodies, healthy minds	This topic explores how to stay healthy, both physically and mentally. It explores ways to maintain wellbeing and prevent illness; how to develop a healthy, balanced lifestyle; and the consequences and effects of different habits and choices. It encourages the development of positive self- worth and recognition, what might affect or influence unhealthy ways of thinking, and how to
Summer 2	Coping with change	This topic explores how people grow and change from babies, through puberty to adulthood. At Key Stage 1, it examines ways in which children have grown and how they will continue to change, and how to develop resilience to change. At Key Stage 2, it identifies changes that will take place in children's bodies during puberty, and explores ways to manage the emotional effects of life changes, including transition to secondary school.

At Kings' Forest Primary School, we allocate time to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. We deliver a Discovery Education lesson followed by a Circle Time lesson in the following week. Class teachers deliver the weekly lessons to their own classes.

Circle Time

Circle Time provides a time and space where children can learn life skills such as effective communication, emotional literacy and social problem solving. It is a time when pupils can get to know one another and share experiences and feelings and feel valued. Circle Times are to be taught in line with what is being delivered in Discovery Education lessons.

Sex Education

The DfE Guidance 2020 recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils'. However, sex education 'is not compulsory in primary schools (DfE, 2021).

At Kings' Forest Primary School, the non-statutory Sex Education is taught in Year 6 and is covered by our Discovery Education Programme in the 'Families and committed relationships' topic. Boys and girls will be taught this together. Parents will be sent a letter informing them of when RSE will be carried out in their child's class. Parents are able to request to watch the 'Ask the expert: starting a family' video and to discuss any aspects of these with the class teacher. Parents/Carers have the right to withdraw their children from all or part of the Sex and Relationships Education provided at school except for those parts included in statutory National Curriculum.

The table below outlines the non-statutory sex education content being delivered in Year 6.

Topic 4: Families and committed relationships			
Topic Name	Video	Vocabulary	Lessons
Starting a family (sex education)	Starting a family	sexual intercourse, sex, fertilise, conception, foetus, sperm, egg, pregnant, IVF, adoption, Caesarean section, babies, commitment, responsibility, law, legal, age restriction, age of consent, safe	<ol style="list-style-type: none"> 1. Starting a family 2. The impact of having a baby 3. When is it right?