

New Horizons Children's Academy

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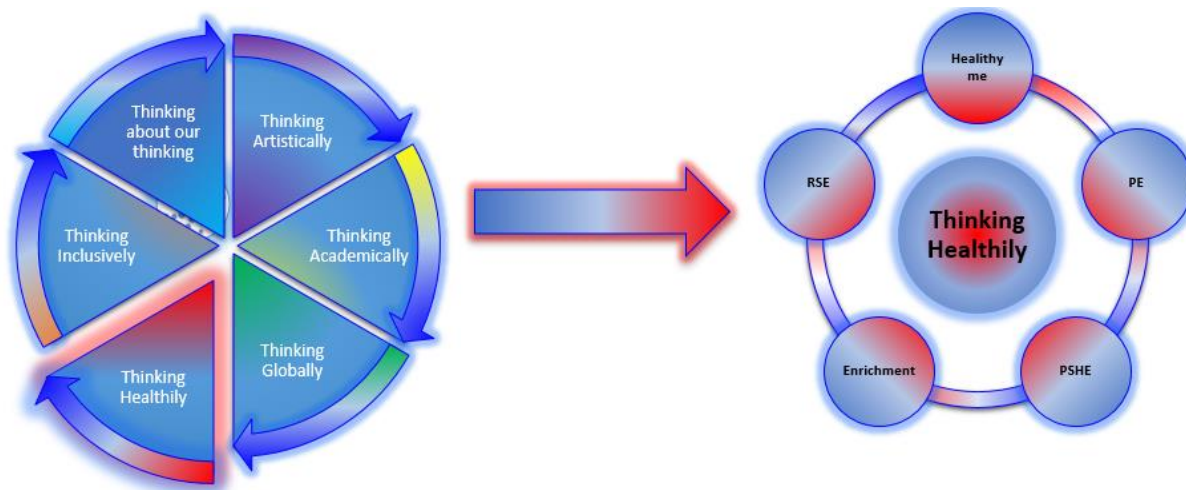
RSE POLICY

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New Horizons Children’s Academy RSE Policy

RSE Policy



Contents Page

Our Vision	Page 4
Introduction to RSE Curriculum	Page 4
Aims	Page 4
Definition of Relationship and Sex Education (RSE)	Page 4
RSE and statutory duties in school.....	Page 5
The role of the Headteacher.....	Page 6
Monitoring and reviewing	Page 6
Equalities	Page 7
Age Related Expectations	Page 7
Withdrawal from RSE lessons	Page 10
Working with parents and carers	Page 11
Drug and Alcohol Education	Page 11
Drug and Alcohol Education: Moral and Values Framework	Page 11
Jigsaw Drug and Alcohol Education Content	Page 11
How is Jigsaw RSE organised in school?	Page 13
Teaching of RSE	Page 13
RSE Provision	Page 14
Planning	Page 15
Monitoring	Page 15

New Horizons Children’s Academy RSE Policy

Differentiation / SEND	Page 15
Safeguarding	Page 15
Assessment	Page 15
Reporting to Parents/Carers	Page 16
Monitoring and Evaluation	Page 16
External contributors	Page 16
The Learning Environment	Page 16
Teaching sensitive and controversial issues	Page 16
Answering Difficult Questions and Sensitive Issues	Page 17
Involving parents and carers	Page 17
Pupil Consultation	Page 17
Links to other policies and curriculum areas	Page 18
Confidentiality and Child Protection/Safeguarding Issues	Page 18

New Horizons Children’s Academy RSE Policy

Our Vision

Thinking Healthily enables our children to be their best selves by providing them with the knowledge and skills required to keep themselves physically and mentally healthy. Children use what they have learned to make healthy choices, demonstrating an understanding of how their choices impact both themselves and the people around them. A “Thinking Healthily” approach to the curriculum is used to develop confident and articulate individuals whilst also celebrating their uniqueness as expressed through their personality, intelligence and potential for development. It recognises pupils’ lives as a whole and aims to cater for their needs and potential as they evolve day by day.

Introduction to RSE Curriculum

At New Horizons Children’s Academy, we teach Relationship and Sex Education (RSE) as a whole-school approach to underpin children’s personal development and support their learning capacity. RSE is part of our Thinking Healthily curriculum area.

In our school we choose to deliver RSE under our PSHE curriculum using the scheme of work ‘Jigsaw’ – “the mindful approach to PSHE” – This offers a comprehensive and carefully-considered scheme of work, bringing consistency and progression to our children’s learning in this vital curriculum area.

Aims

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. To encourage pupils to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. To learn to understand and respect our common humanity; diversity and differences so that pupils can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Definition of Relationship and Sex Education (RSE)

Since the then Right Honourable Justine Greening, Secretary of State for Education, announced, on March 1st 2017, that it is her intention to make Relationships Education statutory in Primary schools from September 2019, Sex and Relationship Education has now become better known as RSE –Relationship and Sex Education –to reflect the changes that

New Horizons Children's Academy RSE Policy

are to come. However, much of the guidance still refers to it as SRE. Both are used here interchangeably for ease until RSE becomes statutory. 'Sex and Relationship Education (SRE) is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings' (Sex Education Forum, 1999). 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 children and young people to make responsible and informed decisions about their health and well-being. RSE makes an important contribution to health and well-being by supporting children and young people's ability to learn, achieve and flourish. "The right to education includes the right to sexual education, which is both a human right in itself and an indispensable means of realising other human rights, such as the right to health, the right to information and sexual and reproductive rights".

Report to the UN General Assembly -July 2010 | Item 69, paragraph 18.

RSE and statutory duties in school

RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

- Sex and Relationships Education (SRE) is an important part of PSHE Education (DfE, 2014)
- When any school provides RSE they must have regard to the Secretary of State's guidance; this is a statutory duty. Academies do not have to provide RSE but must also have regard to Secretary of State's guidance when they do (DfE, 2013). Ofsted will evaluate how schools help to ensure a healthy lifestyle for their children (Ofsted, 2013, Subsidiary Guidance Para 64)
- It is compulsory for all maintained schools to teach the parts of sex education that fall under National Curriculum Science which must be taught to all pupils of primary and secondary age e.g. the biological aspects of puberty and reproduction (Education Act 1996, National Curriculum 2014).

Updated government safeguarding guidance is now available (Keeping Children Safe in Education, 2018) and includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM). School summer holiday especially during the transition from primary to secondary schools is thought to be a key risk time for FGM. See also the government Multi-agency practice guidelines: Female Genital Mutilation (2016) which includes a section for schools.

New Horizons Children's Academy RSE Policy

RSE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Anti-Bullying Policy
- Behaviour Policy
- Confidentiality Policy
- Drug and Alcohol Education Policy
- Equal Opportunities Policy
- Health and Safety Policy
- ICT Policy and Safe Internet Use Policy
- Inclusion Policy
- RE Policy
- Safeguarding/Child Protection Policy
- SMSC Policy
- Special Educational Needs Policy

The role of the Headteacher

It is the responsibility of the Headteacher to ensure that staff and parents are informed about the RSE policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity. The Headteacher liaises with external agencies regarding the school RSE programme and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The Headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

Monitoring and Review

The Curriculum Committee of the governing body monitors the sex education policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments. Governors require the headteacher to keep a written record, giving details of the content and delivery of the RSE programme that is taught in your school. Governors should scrutinise materials to check they are in accordance with the school's ethos.

New Horizons Children’s Academy RSE Policy

Equalities

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSE will foster good relations between pupils, tackle all types of prejudice –including homophobia –and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b). Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states “Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.”

Age Related Expectations:

Jigsaw covers all areas of PSHE / RSE for the primary phase, including the statutory Relationships and Sex Education (RSE). The table below outlines each of the six “puzzles” (units) taught across the school, with learning broadening and deepening each year.

Term	Puzzle (unit)	Content
Autumn 1:	Being Me in My World	<ul style="list-style-type: none">• Establishment of the Jigsaw Charter.• Understanding my own identity, including how I fit in within the class, school and global community.
Autumn 2:	Celebrating Difference	<ul style="list-style-type: none">• Understanding others.• Anti-bullying (including cyber and homophobic bullying).
Spring 1:	Dreams and Goals	<ul style="list-style-type: none">• Thinking about my aspirations, including who I want to become, what I want to do for work and what I want to contribute to society.• Setting goals.
Spring 2:	Healthy Me	<ul style="list-style-type: none">• Self-esteem and confidence.• Healthy lifestyle choices, including sleep, nutrition, exercise and rest.• Drugs and alcohol education.
Summer 1:	RSE: Relationships	<ul style="list-style-type: none">• Understanding family, friendship and other relationships.

New Horizons Children's Academy RSE Policy

		<ul style="list-style-type: none"> • Communication skills and conflict resolution. • Bereavement and loss.
Summer 2:	RSE: Changing Me	<ul style="list-style-type: none"> • Includes Relationships and Sex Education in the context of coping positively with change.

Attainment targets: The grid below shows specific RSE learning intentions for each year group in the 'Changing Me' Puzzle.

Please be aware that these attainment descriptors are specific to Jigsaw and to year groups. They are designed to give guidance when considering each child's learning journey. They are **not** nationally-recognised.

The Jigsaw philosophy is that children are praised and their achievements celebrated in every Piece. It demands a positive relationship between the teacher and the children which, in itself, values and celebrates each individual. Appropriate time is allocated for this process.

Year Group	Puzzle piece	Content
FS	Piece 3: Growing up	<ul style="list-style-type: none"> • D4 - Seek out others to share experiences. Show affection and concern for people who are special to them. • D6 - Explain own knowledge and understanding, and ask appropriate questions of others ELG - Show sensitivity to others' needs and feelings. • ELG - Show sensitivity to others' needs and feelings
Year 1	Piece 4 Boys and Girls Bodies	<ul style="list-style-type: none"> • Identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina • Respect my body and understand which parts are private
Year 2	Piece 4 Boys and Girls Bodies	<ul style="list-style-type: none"> • Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private • Tell you what I like / do not like about being a girl / boy
Year 3	Piece 1: How babies grow	<ul style="list-style-type: none"> • Understand that in animals and humans lots of changes happen between conception and

New Horizons Children's Academy RSE Policy

		<p>growing up, and that usually it is the female who has the baby</p> <ul style="list-style-type: none"> • Express how I feel when I see babies or baby animals
	Piece 2: Babies	<ul style="list-style-type: none"> • Understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow • Express how I might feel if I had a new baby in my family
	Piece 3: Outside body changes	<ul style="list-style-type: none"> • Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies • Identify how boys' and girls' bodies change on the outside during this growing up process • Recognise how I feel about these changes happening to me and know how to cope with those feelings
	Piece 4: Inside Body Changes	<ul style="list-style-type: none"> • Identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up • Recognise how I feel about these changes happening to me and how to cope with these feelings
Year 4	Piece 2: Having A Baby	<ul style="list-style-type: none"> • Correctly label the internal and external parts of male and female bodies that are necessary for making a baby • Understand that having a baby is a personal choice and express how I feel about having children when I am an adult
	Piece 3: Girls and Puberty	<ul style="list-style-type: none"> • Describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this • Know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty
Year 5	Piece 2: Puberty for Girls	<ul style="list-style-type: none"> • Explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally

New Horizons Children's Academy RSE Policy

			<ul style="list-style-type: none"> Understand that puberty is a natural process that happens to everybody and that it will be OK for me
	Piece 3: Puberty for Boys and Girls		<ul style="list-style-type: none"> Describe how boys' and girls' bodies change during puberty Express how I feel about the changes that will happen to me during puberty
	Piece 4: Conception		<ul style="list-style-type: none"> understand that sexual intercourse can lead to conception and that is how babies are usually made understand that sometimes people need IVF to help them have a baby appreciate how amazing it is that human bodies can reproduce in these ways
Year 6	Piece 2: Puberty		<ul style="list-style-type: none"> Explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally Express how I feel about the changes that will happen to me during puberty
	Piece 3: Girl Talk/Boy Talk		<ul style="list-style-type: none"> Ask the questions I need answered about changes during puberty Reflect on how I feel about asking the questions and about the answers I receive
	Piece 4: Babies: Conception to Birth		<ul style="list-style-type: none"> Describe how a baby develops from conception through the nine months of pregnancy, and how it is born Recognise how I feel when I reflect on the development and birth of a baby
	Piece 5: Attraction		<ul style="list-style-type: none"> Understand how being physically attracted to someone changes the nature of the relationship Express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this

Withdrawal from RSE lessons

Parents/carers have the right to withdraw their children from all or part of the Relationship and Sex Education provided at school except for those parts included in statutory National Curriculum Science. Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or RSE Co-ordinator who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn, they cannot

New Horizons Children's Academy RSE Policy

take part in the RSE programme until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school RSE programme or who wish to deliver RSE to their children at home.

Working with parents and carers

The government guidance on SRE (DfEE 2000) emphasises the importance of schools working in partnership with parents and carers. Under current legislation schools should enable parents/carers to exercise their right to withdraw their children (until the age of 19) from any school RSE taught outside National Curriculum Science (Education Act 1996). This applies to maintained primary and secondary schools and includes pupils attending a sixth form that is part of a school. It does not apply to sixth form colleges and further education colleges. Parents/carers have a legal right to see the school RSE policy and to be given a copy of it (Education Act 1996). Parents/carers should also be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects, such as Science, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

Drug and Alcohol Education

This policy uses the definition that a drug is: 'A substance people take to change the way they feel, think or behave' (United Nations Office on Drugs and Crime). The term 'Drugs' includes

- All illegal drugs
- All legal drugs including alcohol, tobacco and volatile substances which can be inhaled
- All over-the-counter and prescription medicines

Effective Drug and Alcohol Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their health and well-being.

Drug and Alcohol Education: Moral and Values Framework

The Drug and Alcohol Education programme at our school reflects the school ethos and demonstrates and encourages the following values. For example:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

Jigsaw Drug and Alcohol Education Content

The grid below shows specific Drug and Alcohol Education learning intentions for each year group in the 'Healthy Me' Puzzle.

New Horizons Children's Academy RSE Policy

Year	Puzzle (unit)	Content
Year 2	Piece 3: Medicine	<ul style="list-style-type: none"> Understand how medicines work in my body and how important it is to use them safely. Feel positive about caring for my body and keeping it healthy
	Safety	
Year 3	Piece 3: What Do I Know About Drugs?	<ul style="list-style-type: none"> Tell you my knowledge and attitude towards drugs Identify how I feel towards drugs
Year 4	Piece 3: Smoking	<ul style="list-style-type: none"> Understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke can relate to Feelings of shame and guilt and know how to act Understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol
	Piece 4: Alcohol	
Year 5	Piece 1: Smoking	<ul style="list-style-type: none"> Know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart Make an informed decision about whether or not I choose to smoke and know how to resist pressure
	Piece 2: Alcohol	
Year 6	Piece 1: Drugs	<ul style="list-style-type: none"> Know about different types of drugs and their uses and their effects on the body particularly the liver and heart Be motivated to find ways to be happy and cope with life's situations without using drugs
	Piece 2: Alcohol	

New Horizons Children’s Academy RSE Policy

How is Jigsaw RSE organised in school?

Jigsaw brings together PSHE / RSE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.

There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July. Each Puzzle has six Pieces (lessons) which work towards an ‘end product’, for example, The School Learning Charter or The Garden of Dreams and Goals.

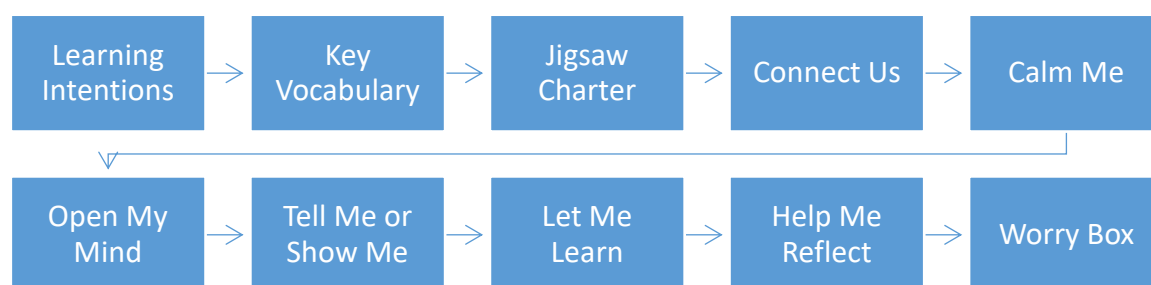
Each Piece has two Learning Intentions: one is based on specific PSHE / RSE learning (covering the non-statutory national framework for PSHE / RSE Education but enhanced to address children’s needs today); and one is based on emotional literacy and social skills development to enhance children’s emotional and mental health. The enhancements mean that Jigsaw, the mindful approach to PSHE/ RSE, is relevant to children living in today’s world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

Every Piece (lesson) contributes to at least one of these aspects of children’s development. This is mapped on each Piece and balanced across each year group.

Teaching of RSE

At New Horizons Children’s Academy, we allocate one hour per week in the summer term to the teaching of RSE in a developmental and age-appropriate way. We also aim to “live what is learnt”, applying such knowledge and skills to everyday situations within the school community.

Class teachers deliver weekly RSE lessons to their own classes in the summer term. Each lesson is broken down into different sections specified by the base PowerPoint:



- “Connect Us” is a game or activity designed to be fun and inclusive and to build and maximise social skills. It engenders positive relationships and enhances collaborative

New Horizons Children’s Academy RSE Policy

learning, setting the atmosphere at the beginning of each “piece” (lesson). It can also be used at the end should the teacher feel the atmosphere needs to be lifted after some deep work.

- “Calm Me” helps the children to gain awareness of the activity in their minds, relaxing them and quietening their thoughts and emotions to a place of optimum learning capacity. It also engenders a peaceful atmosphere within the classroom. It may well take a number of sessions before children can do this successfully, as many children live in continually noisy and hectic environments. However, it is an invaluable life skill which also enhances reflection and spiritual development. This underpins the mindful approach advocated by Jigsaw.
- Open my Mind: The Reticular Activating System of the brain filters the many stimuli entering the child’s mind at any given time. It is designed only to allow in that which is significant. Therefore, it is important to engage this system with the most important aspects of learning intended for each piece (lesson). If done well, it will enable children to filter out activity around them not significant to this learning intention, thereby improving concentration and learning.
- “Tell Me or Show Me” is used to introduce new information, concepts and skills through a variety of approaches and activities.
- Let Me Learn: In accordance with Piaget’s learning model, children need to manipulate, use and play with new information and concepts in order for them to make sense and be accommodated into their existing learning.
- Help Me Reflect: Throughout the Jigsaw programme, children are encouraged to reflect on their learning experiences and their progress. By reflecting, children can process and evaluate what they have learnt, which enables them to consolidate and apply their learning.

RSE Provision

A high-quality PowerPoint presentation is created for each RSE lesson as a key teaching resource, enhancing the teaching and modelling experience for our children. These PowerPoint presentations follow the base PowerPoint created by the subject lead.

Learning is recorded in whole-class books through a variety of means, including photographs, drawings and written work.

Each classroom has their own Jiggy and Jigsaw Chime as to enable class teachers to follow the Jigsaw programme effectively.

New Horizons Children's Academy RSE Policy

Planning

At New Horizons Children's Academy, we recognise the need to carefully sequence the progression of knowledge, skills and vocabulary in order to develop proficient learners in RSE and equip our children with the tools they will need in the next stage of their learning journey. In order to achieve this, the RSE long term plan maps the knowledge, skills and vocabulary for each year group within each puzzle (unit). This level of detail functions to develop the specific progression of knowledge and skills to ensure our curriculum is both broad and challenging.

In most instances, individual lesson plans are developed at year group level. The Thinking Healthily Team has developed a base PowerPoint exemplifying the structure of the lesson as well as the formatting required to support the dual encoding of content.

Differentiation/SEN

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each Piece to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers differentiate for children in their classes with special educational needs, each Puzzle includes a P-level grid with suggested activities for children working at each of those levels.

If any changes are implemented nationally as a result of the Rochford Review Jigsaw will make the necessary amendments and offer this free update to all its schools.

Safeguarding

Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's disclosure and/or confidentiality policy is followed.

Assessment

Teachers will be eager to ensure children are making progress with their learning throughout their Jigsaw experience. Therefore, each Puzzle (except Puzzle 1) has a built-in assessment task, usually in Piece 5 or 6. This task is the formal opportunity for teacher assessment, but also offers children the chance to assess their own learning and have a conversation with the teacher about their two opinions.

New Horizons Children's Academy RSE Policy

Reporting to Parents/Carers

Each Puzzle's assessment task and attainment descriptors assist the teacher in reporting meaningful learning progress to parents/carers. The descriptors can be used as a starting point when considering what to write on children's reports.

Monitoring and evaluation

The RSE co-ordinator will monitor delivery of the programme through observation and discussion with teaching staff and discussions with children to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience

External contributors

External contributors from the community, e.g. health promotion specialists, school nurses, social workers, and community police and fire officers, make a valuable contribution to the Jigsaw PSHE/ RSE programme. Their input should be carefully planned and monitored so as to fit into and complement the programme.

Teachers MUST always be present during these sessions and remain responsible for the delivery of the Jigsaw RSE programme.

The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every Piece – by using The Jigsaw Charter. (Ideally, teachers and children will devise their own Jigsaw Charter at the beginning of the year so that they have ownership of it.) It needs to include the aspects below:

The Jigsaw Charter

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political,

New Horizons Children's Academy RSE Policy

social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around RSE- and Drug and Alcohol Education-related issues are varied. However, while personal views are respected, all RSE and Drug and Alcohol Education issues are taught without bias using Jigsaw. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal RSE and Drug and Alcohol Education arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Coordinator if they are concerned.

Our school believes that RSE and Drug and Alcohol Education should meet the needs of all pupils, answer appropriate questions and offer support. In Jigsaw Pieces that cover RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

Involving parents and carers

The school believes that it is important to have the support of parents, carers and the wider community for the Jigsaw PSHE/ RSE programme. Parents and carers are/will be given the opportunity to find out about and discuss the Jigsaw PSHE / RSE programme through:

- * Parent/carers Jigsaw awareness session
- * Parents'/carers' evenings
- * Involvement in policy development
- * Involvement in curriculum development
- * Information leaflets/displays

Pupil Consultation

It is useful for pupils to be consulted on their own personal, social and citizenship development. Ask pupils either in individual classes or through the school council what sort

New Horizons Children's Academy RSE Policy

of person they would like to be by the time they leave this school; what qualities, skills, attitudes, values are important to them as people?

Develop this further by asking pupils how they feel the school could support them with this, what initiatives the school could implement to support this e.g. friendship benches, peer mentoring systems.

Links to other policies and curriculum areas

We recognise the clear link between Jigsaw RSE and the following policies and staff are aware of the need to refer to these policies when appropriate.

- Science curriculum
- Teaching and Learning Policy
- Equal Opportunities Policy
- Child Protection Policy

Confidentiality and Child Protection/Safeguarding Issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named child protection co-ordinator who takes action as laid down in the Child Protection Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.