

St. Peter's C of E Primary & Nursery School



Relationship & Sex Education Policy

Date Produced: July 2023

Ratified: Autumn 2023

This document details the St Peter's C of E Primary and Nursery School policy for provision of Relationship Education (RE) and Relationship and Sex Education (RSE).

St. Peter's Vision Statement:

At St Peter's C of E Primary School, the growth and development of children and adults is central to everything we do. As a church school, we aim to serve and take care of our community by providing an education that inspires every child to be the best they can be. This is within a framework that is rooted in distinctive Christian beliefs and values whilst embracing diversity, respecting other faiths and worshipping together. We encourage an understanding of the meaning and significance of faith and promote Christian values through the experiences we offer to all our school community.

We are a TAKE CARE school.

Everyone will take care of themselves - practicing mindfulness and being mindful of their own well being

Everyone will take care of others in their speech and actions. They will be mindful of others.

Everyone will take care of the school - its fabric and reputation. Everyone will take care of the community through their actions.

Everyone will take care of the wider world through acts of charity.

Our 'Beyond Expectation' attitudes:



Be kind
Be positive
Be respectful
Be forgiving
Be courageous
Be trustworthy
Be yourself!

These Christian values underpin all that we do in school so that our children may live out the Vision of the school.

EQUALITY, DIVERSITY AND INCLUSION STATEMENTS

In fulfilling our legal obligations we will be guided by seven core statements:

Statement 1: All learners are of equal value.

Statement 2: We recognise, welcome and respect diversity.

Statement 3: We foster positive attitudes and relationships, and a shared sense of belonging. **Statement**

4: We observe good equalities practice, including staff recruitment, retention and development.

Statement 5: We aim to reduce and remove existing inequalities and barriers.

Statement 6: We consult and involve widely

Statement 7: We strive to ensure that society will benefit.

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1.1 Subject Definitions

Mandatory Subjects - Our definitions of Relationship Education (RE) is as follows:

Relationships Education is learning about the emotional, social and physical aspects of growing up. It is inclusive of all types of families, to help children understand about loving and caring relationships of all types. It should equip children with the information, skills and positive values to have safe relationships, to understand their bodies and to empower them to know they have choice. This subject can support children to develop resilience and to know how and when to ask for help.

Non-Mandatory Subjects - Our definitions of Sex Education (SE) is as follows:

Sex Education (SE) provides a safe environment for children to have a factual, age appropriate introduction to human reproduction and to ask questions related to this topic. It should enable children to access a safe source of information. Sex Education in this school will always form part of a broader scheme of work presented in conjunction with RE above, therefore will be referred to as **Relationship and Sex Education (RSE)**.

1.2 School's Legal Duty

The Relationship Education, Relationship and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 Children and Social Work Act 2017 make Relationship Education compulsory for all pupils receiving primary education in England.

1.3 Distribution of this Policy

This policy will be shared with all members of the Governing Body and all teaching and non-teaching members of staff. Copies of the document will be available to parents through the school website.

2.0 RSE in Practice: Outcomes, Delivery & Curriculum

2.1 Values and Outcomes

All content in the RSE curriculum supports the wider work of school in helping to foster pupil wellbeing and develop resilience and values that we know are fundamental to pupils being happy, successful and productive members of society.

Outcomes for pupils include:

- Pupils should be able to form a strong, early understanding of the features of relationships that are likely to lead to happiness and security.
- Pupils should be able to recognise any less positive relationships when they encounter them.
- RSE should create the opportunity to teach pupils about positive emotional and mental wellbeing, including how friendships can support our mental wellbeing.
- RSE should contribute to the prevention of abuse and protection of children, by teaching the knowledge they need to be safe and to report abuse, including emotional, physical and sexual abuse.
- Children should be prepared for the physiological and emotional changes they will go through during puberty, where possible, before these occur. Understanding that these are natural and normal changes.

The *Growing Up Safe* programme has no religious association and is taught in both faith and non-denominational schools across the UK. It is a gentle programme that adheres to the values listed below:

- **Equality** is not always about treating everyone the same – it is about treating people in such a way that the outcome for each pupil can be the same.
- **Tolerance** is to understand that not everybody is the same and have the willingness to accept this.
- **Honesty** is being truthful and open at an age appropriate level, that allows pupils to learn and understand.
- **Support** is to work together with pupils' families to provide guidance and care for children.
- **Respect** is valuing each person as an individual of importance, as well as the beliefs of their family and community,
- **Empower** is to equip children with knowledge to keep them safe, healthy and happy.
- **Sensitivity** is having an awareness of the feelings of others and responding accordingly.
- **Trust** is ensuring children have a safe space to learn and discuss.
- **Empathy** is the ability to identify and understand the feelings of others and offer them support.

These values aid us in ensuring a safe and positive place for children to learn further underpinning our 'Take Care' School ethos.

2.2 Subject Curriculum

- Please see the curriculum in appendix 1.
- Special note: Within our school we use the scientific language for the genitals from the outset. It is usual that boys have a penis and girls have a vagina, the children will be taught that whilst they may call these areas something else at home, at school we use the proper scientific words.

2.3 Delivery of RE & RSE

Our school works with BigTalk Education, an award-winning team of specialist RSE facilitators led by Lynnette Smith, who is the Chair of the Sex Education Forum's Advisory Group (the SEF is part of the National Children's Bureau). BigTalk Education's *Growing Up Safe: Whole School Approach* (GUS programme) has been recognised by the Family Planning Association and Children and Young People Now Awards as a Finalist in their Safeguarding Award.

The BigTalk team then deliver to each class within school, for more details please see details appendix 1.

Our teaching staff observe the BigTalk Education RE and RSE lessons as part of their CPD programme to ensure they can reinforce the lesson content and answer any follow up questions throughout the academic year.

In addition to this RE & RSE topics will be included in PSHE lessons through our HeartSmart programme and Science lessons as per the National Curriculum coverage.

2.4 Equality

The governing body has wider responsibilities under the Equalities Act 2010, to ensure that no pupil(s) are discriminated against because of their sex, gender identity, sexual orientation, disability, educational needs, religion or belief, nationality, ethnic or national origin, pregnancy, maternity or home circumstances (e.g. looked after children).

The *Growing Up Safe* programme is autism friendly and has been designed to be inclusive and accessible to most children including those whose first language is not English. During these lessons any pupils with additional needs will be identified by their teacher and every provision made to help them join in during the RE/RSE lessons.

If a pupil is unable to take part in their usual class group for any reason, every endeavour will be made for them to attend a session best matched to their ability level.

Up to and including year 4, all lessons will be co-educational, however in Years 5 and 6 these will be separated by gender (please note that lesson content is the same). For any children identifying as transgender, school will liaise with the child's guardian to determine which group the child would be most comfortable with.

For pupils who are absent on the day of the GUS programme delivery our alternative provision will be done by teaching staff who will review the missed lesson content using BigTalk Education's *Growing Up Safe Cards*, *Bodies Babies Bellybuttons* or other resources with the child on their return to school.

2.5 Children's Questions

In order to promote a healthy, positive atmosphere for RSE, school want to ensure that pupils can ask questions freely, confident that they will be answered, and be sure that they will be free from bullying or harassment from other pupils. School believes that children are best educated, protected from harm and exploitation, by discussing issues openly within the context of the RSE programme. During *Growing Up Safe* (GUS) sessions, the BigTalk Education team will answer all questions asked by pupils.

Some questions that arise during these lessons may relate to sensitive or controversial topics. These may relate to personal experience or involvement by children, of illegal activity or other doubtful, dubious or harmful activity. In this instance, the facilitator may answer the question separate from the rest of the class. Any questions of this nature will be reported to school staff directly and followed up in writing (please see Causes for Concern and Disclosures section below). The Designated Safeguarding Lead will be informed.

Teaching staff will be familiar with the content and resources of the GUS programme through a teacher session and shadow training, therefore should be equipped to answer questions resulting from the GUS sessions. Should questions of concern arise that teaching staff are uncertain how to answer, support can be sought from the RSE/PSHE Coordinator (Yvonne Reeson or Sarah Adams) or BigTalk Education, in order to give an age appropriate answer.

3.0 Parental/Carer Engagement

As part of the GUS programme, the team from BigTalk Education host an annual consultation meeting with parents/carers and staff to share the resources that will be used with the children. Within this setting, parents and carers are given support to help them talk with their children about such topics as keeping safe, puberty, reproduction etc. The parents and carers are also provided with additional information leaflets. This meeting may be attended by governors as well as any auxiliary/support staff working within the school.

Pupils will be encouraged to speak to their parents/carers about what they have learnt and to continue the learning at home. Parents/carers will be informed of this at the consultation session and be asked to speak to their children about their family values and beliefs.

3.1 Withdrawal Procedure

As school is legally obligated to provide pupils with Relationship Education (RE), parents do not have a right to withdraw their children from RE lessons.

In school years 4, 5 and 6 our school chooses to teach RSE, this subject (in conjunction with the national curriculum for Science), provides pupils with factual age appropriate information on reproduction. Parents have the right to withdraw their child from the SE element of RSE only, but not the reproduction elements of the national curriculum for science. To do this, parents should attend the annual RSE Parents Session jointly hosted by school and our RSE specialist providers BigTalk Education. Once parents have reviewed the resources used to teach children about reproduction at the parents' session, if they still wish to withdraw their child they must notify the Headteacher (Yvonne Reeson) in writing prior to the day of delivery.

4.0 Confidentiality

All governors, all teachers, all support staff and all parents must be made aware of this policy, particularly how it relates to issues of privacy and confidentiality.

Teachers should explain to pupils that they cannot offer unconditional confidentiality, in all matters. For example, they must report those which are illegal or abusive to others (e.g. parents, headteacher etc.) but the pupil will always be informed first.

5.0 Causes for Concern and Disclosures

All BigTalk Education staff have up to date enhanced DBS checks. BigTalk Education have a statutory duty to report any causes for concerns or disclosures received from children in school. These will be fed back immediately to staff in school face to face and followed up in writing to school detailing the action taken on the day. If a child was ever to accuse or implicate a member of school staff, then BigTalk would liaise directly with the local duty social worker.

Where a teacher suspects that a child or young person is a victim of or at risk from abuse, they are required to follow the school's safeguarding policy and immediately inform the designated safeguarding lead.

Our school designed safeguarding lead is Yvonne Reeson. Our deputy Safeguarding lead is Bettina Houghton.

6.0 Monitoring and Evaluation

Feedback and suggestions from staff and parents on BigTalk Education's provision, as well as their pre and post training confidence in RSE, will be gathered by BigTalk Education and returned to school to aid the review process.

Questions asked during lessons in year 4, 5 and 6 will be collected and kept for reference by BigTalk Education to ensure pupils' needs are being met. A list of the questions will be produced by BigTalk Education and sent to school as part of the evidence package.

7.0 School Roles Relating to RSE

7.1 Governors

Our school governor with responsibility for RE/RSE is Luke Evans.

Governors are responsible for;

- Establishing the RSE Policy, in consultation with teachers and parents.
- Ensuring this policy is made available to parents.
- Ensure this policy is in line with other school policies e.g. SEN, Safeguarding etc.
- Ensure that parents know the statutory parts of the curriculum and which parts they have the right of withdrawal from.
- Establish a link governor to share in the monitoring and evaluation of the programme.
- Ensure that the policy provides proper and adequate coverage of the relevant National Curriculum science topics and the setting of RSE within PSHE.

7.2 The Headteacher

The Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, appropriate agencies and the Local Education Authority.

7.3 PSHE/RSE Coordinator

The coordinator, the Headteacher, has general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE.

7.4 All Staff

Our approach to RSE is that of a Whole School Approach. Appropriate training will be given for all staff teaching RSE. All staff members (including TAs and lunchtime supervisors) will be encouraged to take part in the staff GUS session and wherever possible observe delivery to the children in one of the classes.

8.0 Additional Policy Information

8.1 Policy Production & Review

This policy was written in conjunction with BigTalk Education Ltd. a social enterprise who work with schools across England supporting in the delivery of RE and RSE, curriculum and policy guidance. BigTalk Education review curriculum on an annual basis to ensure that any new

developments in international RSE best practice, emerging risks or other safeguarding dangers are reflected in the education provided to children to keep them safe, healthy and happy. Full details of current curriculum can be viewed at <https://www.bigtalkeducation.co.uk/rse-information-and-support-for-schools/rse-curriculum> .

This policy will be reviewed by school annually, to be reviewed next on July 2024

8.2 Linked Policies

This policy is linked to the school's antibullying policy, child protection policy, confidentiality and PSHE.

8.3 Approval of policy

Link Governor for RSE/ PSHE

Signature

Date 4th September 2023

Printed Name Luke Evans

Headteacher

Signature



Date 4th September 2023

Printed Name Yvonne Reeson

RSE/PSHE Coordinator

Signature

Date 4th September



Printed Name Yvonne Reeson RSE Sarah Adams PSHE