

# Relationship & Sex Education Policy

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This document details the Messingham Primary School policy for provision of Relationship Education (RE) and Relationship and Sex Education (RSE).

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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 and a copy is available through the school office.

## **1.4 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 – parents and any interested parties were invited to give feedback about the policy.
4. Ratification – once amendments were made, the policy was shared with governors and ratified

## 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.

### 2.2 Subject Curriculum

- Please see the curriculum in appendices 1 and 2.
- 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 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 weekly/annual assemblies, weekly circle time sessions, PSHE lessons and science lessons. For more details see appendix 2.

### **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.

During sessions led by big talk, for pupils in year groups 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.

### **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. Our school believes that children are best educated, protected from harm and exploitation by discussing issues openly within the context of the RSE programme. During 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).

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 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 in writing prior to the day of delivery using the Request to Withdraw form. Please see appendix 3 for a Request to Withdraw form.

#### **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 member of staff responsible.

Our school designated safeguarding lead is Mrs Lynda Cavanagh. Our deputy safeguarding lead is Mrs Joann Smeaton.

#### **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.

RSE will also be monitored by the PSHCE lead and Senior Leadership team as part of PSHCE subject monitoring and whole school monitoring. This may include:

- Learning walks
- Lesson observations
- Book scrutinies

- Pupil voice

## **7.0 School Roles Relating to RSE**

### **7.1 Governors**

Governors are responsible for;

- Establishing the RSE Policy, in consultation with teachers and parents.
- Ensuring this policy is made available to parents.
- Ensure that parents know the statutory parts of the curriculum and which parts they have the right of withdrawal from.
- 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 Lead**

The coordinator along with 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 Feb 2021

## 8.2 Approval of policy

Link Governor for RSE/ PSHE

Signature \_\_\_\_\_ Date \_\_\_\_\_

Printed Name \_\_\_\_\_

Headteacher

Signature \_\_\_\_\_ Date \_\_\_\_\_

Printed Name \_\_\_\_\_

PSHCE Coordinator

Signature \_\_\_\_\_ Date \_\_\_\_\_

Printed Name \_\_\_\_\_

Appendix 1 – Growing Up Safe – Curriculum Content

<b>Growing Up Safe Programme Curriculum</b>		
<b>Year Group (s)</b>	<b>Topic Area</b>	<b>New Content Introduced at Level</b>
<b>Nursery</b>	Caring Friendships	How to recognise who to trust and who not to trust, how to judge when a friendships is making you feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed.±
	Being Safe	That each persons' body belongs to them, and the differences between appropriate and inappropriate or unsafe physical and other, contact.±
	National	Teaching about the main external body parts.‡
<b>Foundation/ Reception Year 1</b>	Caring Friendships	The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties.±
	Respectful Relationships	The importance of permission-seeking and giving in relationships with friends, peers and adults.±
	Online Relationships	That people sometimes behave differently online, including pretending to be someone they're not.±
		That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for others online including when we are anonymous.±
		The rules and principles of keeping safe online, how to recognise risks, harmful content and contact, and how to report them.±
		How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.±
		How information and data is shared and used online.±
		About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
	Being Safe	What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).±
		About the law and consequences relating to content on and offline, including films, games, DVDs, TV programmes and pornography.
The impact of viewing harmful content.		

Continued overleaf.

**Key**

- ± Included in 2018 Draft Guidance for Primary (Statutory)
- † Included in 2018 Draft Guidance for Primary (Optional)
- ‡ Included in the national curriculum for Science in KS1/KS2

<b>Growing Up Safe Programme Curriculum cont.</b>		
<b>Year Group (s)</b>	<b>Topic Area</b>	<b>New Content Introduced at Level</b>
<b>Year 2 Year 3</b>	Caring Friendships	The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties.±
	Respectful Relationships	The importance of self confidence and positive body image, and how this links to their own happiness.
		That some children may feel different on the inside to how they look on the outside (transgender) and that if that happened to them who they should tell.
	Online Relationships	That people sometimes behave differently online, including pretending to be someone they're not.±
		That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for others online including when we are anonymous.±
		The rules and principles of keeping safe online, how to recognise risks, harmful content and contact, and how to report them.±
		How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.±
		How information and data is shared and used online.±
		About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
Internet Safety & Harms (Health Education)	Why social media, some computer games and online gaming, for example, have age restrictions.±	
Being Safe	What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).±	
	About the law and consequences relating to content on and offline, including films, games, DVDs, TV programmes and pornography.	
<b>Year 4</b>	National Curriculum for Science	Teaching about changes to the human body as it grows from birth to old age including puberty.‡
	Changing Adolescent Body (Health Education)	Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.±
	Reproduction	About the structure and function of the male and female reproductive systems, that women have ova and men produce sperm, when these combine a baby can be made, this is called 'sex', information on gestation and birth.†
<b>Year 5 Year 6</b>	n/a	Reinforcement and pupil led learning.

**Key**

- ± Included in 2018 Draft Guidance for Primary (Statutory)
- † Included in 2018 Draft Guidance for Primary (Optional)
- ‡ Included in the national curriculum for Science in KS1/KS2

Appendix 2 – Wider SRE Curriculum

Year Group	Topic	Annual BigTalk Education Lesson Length	Additional Reinforcement in the wider curriculum
Reception	Caring Friendships	20 Minutes	Kindness Assesmblies & Pom Pom Jars Turn Taking Skills Anti-bullying Week
	Respectful Relationships		Kindness Assesmblies & Pom Pom Jars Who is in my family? British Values Celebrating Differences Week
	Online Relationships		E-Safety Week
	Being Safe		People who help us in school and out of school General Safety Assemblies throughout the year (Bonfire Night; Sun Safety; Internet Safety etc)
Year 1	Caring Friendships	20 Minutes	Kindness Assesmblies & Pom Pom Jars Anti-bullying Week
	Respectful Relationships		Kindness Assesmblies & Pom Pom Jars Anti-Bullying Week British Values Celebrating Differences Week
	Online Relationships		E-Safety Week
	Being Safe		General Safety Assemblies throughout the year (Bonfire Night; Sun Safety; Internet Safety etc) Who are the emergency services? Ringing 999
Year 2	Caring Friendships	20 Minutes	Kindness Assesmblies & Pom Pom Jars Appreciation of Friendship
	Respectful Relationships		Kindness Assesmblies & Pom Pom Jars Anti-Bullying Week British Values Celebrating Differences Week
	Online Relationships		E-Safety Week
	Internet Safety & Harms		E-Safety Week Knowing what personal information is and how to keep it private. Agree and follow rules for e-safety. Know not everyone is who they say they are on the internet. Keeping my password private and why I need to do this.

	Being Safe		General Safety Assemblies throughout the year (Bonfire Night; Sun Safety; Internet Safety etc) Difference between 999 / 112 and 101 How do we use medicines safely?
Year 3	Caring Friendships	20 Minutes	Kindness Assesmblies & Pom Pom Jars
	Respectful Relationships		Kindness Assesmblies & Pom Pom Jars Anti-Bullying Week British Values Celebrating Differences Week
	Online Relationships		E-Safety Week
	Internet Safety & Harms		E-Safety Week What technology is in my home. How do I use it safely?
	Being Safe		General Safety Assemblies throughout the year (Bonfire Night; Sun Safety; Internet Safety etc) Pedestrian Skills
Year 4	Caring Friendships	60 Minutes	Kindness Assesmblies & Pom Pom Jars
	Respectful Relationships		Kindness Assesmblies & Pom Pom Jars Anti-Bullying Week British Values Celebrating Differences Week
	Online Relationships		E-Safety Week
	Internet Safety & Harms		What technology is in my home. How do I use it safely? Recognise different risks in different situations and how to behave responsibly online and when downloading apps. Using safety features on websites as well as talking about ways I can protect myself from harm online (reporting to a responsible adult). Explain what makes a password secure and why are they important.
			Being Safe
	Puberty		
	Reproduction		
Year 5	Caring Friendships	70 Minutes	Kindness Assesmblies & Pom Pom Jars

	Respectful Relationships		Kindness Assesmblies & Pom Pom Jars Anti-Bullying Week British Values Celebrating Differences Week
	Online Relationships		E-Safety Week Choosing a secure password and screen name and can protect my information (ready for own iPods). Be aware I post on the internet can be seen, used and may affect others – link to CSE and trolling.
	Internet Safety & Harms		E-Safety Week Age classifications of films and computer games. Why? Discuss hrs per day played on games, where, who with, internal chat rooms in games Increased leisure time on the Internet, social networking, mobile phones, personal safety, how to get help for yourself or friends online Staying safe online, on phones, computers, tablets and when gaming Media bias – Can newspapers be biased? How trustworthy is information on the internet? Research a well-known topic. How many different viewpoints have you found?  Choosing a secure password and screen name and can protect my information (ready for own iPods).  Be aware I post on the internet can be seen, used and may affect others – link to CSE and trolling.  Talk about the dangers of being online or on a game for too long.
	Being Safe		General Safety Assemblies throughout the year (Bonfire Night; Sun Safety; Internet Safety etc) Personal safety at the park, in the community, walking home from school
	Puberty		Science – Changes as humans develop to old age
	Reproduction		Science – lifecycles
Year 6	Caring Friendships	70 Minutes	Kindness Assesmblies & Pom Pom Jars Playground Buddies
	Respectful Relationships		Kindness Assesmblies & Pom Pom Jars Anti-Bullying Week British Values Celebrating Differences Week
	Online Relationships		E-Safety Week Choosing a secure password and screen name and can protect my information (ready for own iPods).

		Be aware I post on the internet can be seen, used and may affect others – link to CSE and trolling.
	Internet Safety & Harms	<p>E-Safety Week</p> <p>Age classifications of films and computer games. Why? Discuss hrs per day played on games, where, who with, internal chat rooms in games</p> <p>Increased leisure time on the Internet, social networking, mobile phones, personal safety, how to get help for yourself or friends online</p> <p>Staying safe online, on phones, computers, tablets and when gaming</p> <p>Media bias – Can newspapers be biased? How trustworthy is information on the internet? Research a well-known topic. How many different viewpoints have you found?</p> <p>Choosing a secure password and screen name and can protect my information (ready for own iPods).</p> <p>Be aware I post on the internet can be seen, used and may affect others – link to CSE and trolling.</p> <p>Talk about the dangers of being online or on a game for too long.</p>
	Being Safe	<p>General Safety Assemblies throughout the year (Bonfire Night; Sun Safety; Internet Safety etc)</p> <p>Keeping Safe in the community</p> <p>Transition to Secondary</p>
	Puberty	Transition to Secondary
	Reproduction	

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	