Relationships and Sex Education Policy

2022-2024

Bentley New Village Primary School Headteacher: Vicky simmons

**RELATIONSHIPS and SEX EDUCATION POLICY**

|  |  |
| --- | --- |
| **PERSON RESPONSIBLE FOR POLICY:**  **PSHE COORDINATOR** | **LAST UPDATED by Steve Stallard** |
| **DATE: February 2023** |
| **SIGNED:** | **ROLE: PSHE Lead** |
| **TO BE REVIEWED:** | **July 2024** |
| **APPROVED:** | **SLT** |

**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*.*

**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.
* **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 discus.
* **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**

* 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 so 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, a team of specialist RSE facilitators. 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.

In addition to this, RE & RSE topics will be included in PSHE, assemblies, circle time and Science lessons. These lessons are delivered generally by class teachers and not by HLTAs/cover/supply.

Our school uses Jigsaw PSHE as a scheme for the delivery of PSHE, and elements of RSE are included in the delivery of this. See Appendix 1 for more information. In EYFS and Key Stage 1, we take a whole-class floor-book approach to the delivery of PSHE – similar to a circle time. Children discuss the key points of the lesson, complete activities and tasks where relevant and evidence is collated for each class. In Key Stage Two there are still some elements of this approach, but we encourage class teachers to include evidence of at least 50% of lessons per half-term in Topic books with some written work completed.

**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. All lessons will be co-educational.

**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 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).

**3.0 Parental/Carer Engagement**

Pupils will be encouraged to speak to their parents/carers about what they have learnt and to continue the learning at home.

**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.

Parents can only withdraw their children from sex education lessons in RSE, but not from any lessons on Changing Adolescent Body/Puberty as these are now a statutory part of Health Education. Appendix 2 explains this in more detail, showing which lessons are relevant to puberty and sexual education, highlighting in red those that fall under sexual education in Y4, Y5 and Y6. Parents will be informed when these lessons are coming up and of their content and will be made aware of their right to withdraw their children from those lessons if they wish as part of the PSHE curriculum.

**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’s designated safeguarding leads are Vicky Simmons (Headteacher), Rachel Emery and Abi Smith (Assistant Headteachers) and Louise Wales (Inclusion Lead).

**6.0 School Roles Relating to RSE**

**6.1 Governors**

Our school governor with responsibility for RE/RSE is S. Golze

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.

**6.2 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.

**6.3 PSHE/RSE Coordinator**

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.

**6.4 All Staff**

Our approach to RSE is that of a Whole School Approach.

**7.0 Additional Policy Information**

**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 – and Jigsaw PSHE. 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. Jigsaw PSHE is fully compliant with the DfE Statutory Relationships and Health Education Guidance.