



Relationship & Sex Education Policy

Date: May 2021

Date of Next Review: May 2022

Contents

- 1. Legal Requirements
 - 1.1 Subject Definitions
 - 1.2 School's Legal Duty
 - 1.3 Distribution
- 2.0 RSE in Practice: Outcomes, Delivery & Curriculum
 - 2.1 Values and Outcomes
 - 2.2 Subject Curriculum
 - 2.3 Delivery of RE & RSE
 - 2.4 Equality
 - 2.5 Children's Questions
- 3.0 Parental Engagement
 - 3.1 Withdrawal Procedure
- 4.0 Confidentiality
- 5.0 Causes for Concern and Disclosures
- 6.0 Monitoring and Evaluation
- 7.0 School Roles Relating to RSE
 - 7.1 Governors
 - 7.2 The Headteacher
 - 7.3 PSHE/RSE Coordinator
 - 7.4 All Staff
- 8.0 Additional Policy Information
 - 8.1 Policy Production & Review
 - 8.2 Linked Policies
 - 8.3 Approval of policy

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.

At Naburn C.E. Primary School we are committed to developing:

Successful Learners who have high expectations of life, are self-motivated, inquisitive and creative and open minded.

Confident Individuals who are able to show inner strength and self-reliance; equipped with the skills to cope with uncertainty and change in an increasingly diverse world.

Responsible Citizens who demonstrate honesty, truth and integrity and show respect and empathy for others and the world around them.

Outcomes for pupils include:

- Being able to form a strong early understanding of the features of relationships that are likely to lead to happiness and security.
- Being able to recognise any less positive relationships when they encounter them.
- Having the opportunity to learn about positive emotional and mental wellbeing, including how friendships can support our mental wellbeing.
- Having the knowledge needed to be safe and to report abuse, including emotional, physical and sexual abuse.
- Being 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.
-

2.2 Subject Curriculum

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 has attended BigTalk Education and Diocesan training and uses this to deliver age appropriate lesson content and answer any follow up questions throughout the academic year.

In addition to this RE & RSE topics will be included at other times, such as in assemblies, Collective Worship, circle time, PSHE lessons, science lessons etc.

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).

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. 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. School believes that children are best educated, protected from harm and exploitation by discussing issues openly within the context of the RSE programme.

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 teacher may answer the question separate from the rest of the class. Any questions of this nature will be reported to the Designated Safeguarding Lead and followed up in writing (please see Causes for Concern and Disclosures section below).

3.0 Parental/Carer Engagement

This policy is shared on the school website and parents are informed of the nurse visit to Y5/6 through a letter. Year 5/6 parents are invited to a meeting with the school nurse prior to the 'Changes' talk in school and shown the resources to be used in class. Within this setting, parents are given support to help them talk with their children about such topics as keeping safe, puberty, reproduction etc. Parents have the opportunity to ask questions at this point and at any other point in the year through our 'open door policy'.

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 about what they have learnt and to continue the learning at home. Parents 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 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 the school nurse. 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. Alternative arrangements will then be made for that child.

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 staff have a statutory duty to report any causes for concerns or disclosures received from children in school. These will be fed back immediately to the Designated Safeguarding Lead face to face and followed up in writing to school detailing the action taken on the day. If a child was ever to accuse the Designated Safeguarding Lead, then the school staff member would liaise directly with the Deputy Safeguarding Lead.

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 **Mrs Brenda Christison**

The Deputy Safeguarding Officer is **Mrs Katie Wood**

The safeguarding Governor is **Ms Karen Brunyee**

Posters are on display around school to alert members of staff and visitors to these people.

6.0 Monitoring and Evaluation

Feedback and suggestions from the school nurse, staff and parents will be gathered after the Year 5/6 sessions and returned to school to aid the review process.

Questions asked during lessons in year 5 and 6 will be collected and kept for reference by the class teacher to ensure pupils' needs are being met.

7.0 School Roles Relating to RSE

7.1 Governors

Our school governor with responsibility for RE/RSE is Ms Karen Brunyee.

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 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. At time of writing, the headteacher is the coordinator also, with staff members responsible for delivery within their Key Stage.

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 MSAs) will be encouraged to take part in training.

8.0 Additional Policy Information

8.1 Policy Production & Review

8.2 Linked Policies

This policy is linked to a number of other policies in school, such as Safeguarding policy, SEND policy and Anti-bullying policy.

This policy will be reviewed by the Teaching and Learning Committee