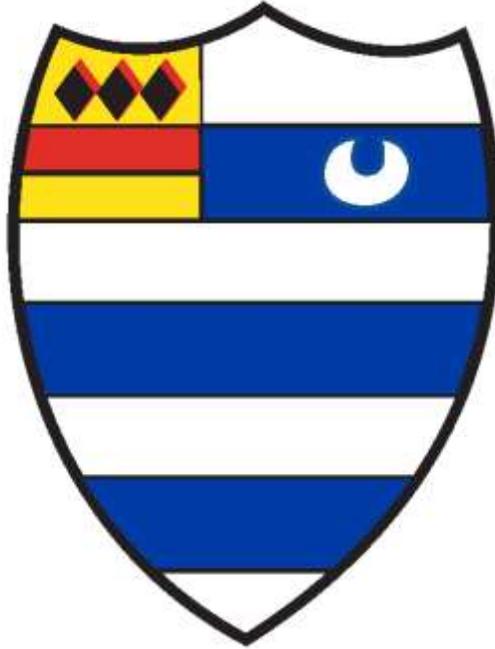


Stanford Junior and Infant School



RSE (Relationship and Sex Education) Policy

*“Living Together,
Learning Together”*

Policy Written & Reviewed by SLT:

July 2019

Approved by Governors:

October 2019

Date of Next Review:

July 2022

Stanford School – RSE Policy – Approved October 2019 – V2019.1

Stanford School
PSHE (Personal, Social and Health Education)

Member of staff responsible: Mrs Kirsty Marsden

This document details the Stanford Junior and Infants 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.

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.

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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 RSE Curriculum LTP 2019-2020
- 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 assemblies, circle time, PSHE lessons, science lessons, Pupil Voice, workshops.

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.

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).

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 Mrs Leona Hackfath (Headteacher) 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 member of staff responsible.

Our school designed safeguarding lead is Mrs Clair Smith (Deputy Head).

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.

Internal monitoring will be undertaken by the Subject Lead, Mrs Kirsty Marsden. This will include Pupil Voice minutes, worry box recordings and evaluations by class teachers after delivering the RSE lessons.

7.0 School Roles Relating to RSE

7.1 Governors

Our school governor with responsibility for RE/RSE is Mrs Julie Childs.

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.

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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. The Subject Leader is Mrs Kirsty Marsden.

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.

8.2 Prevent Duty Statement

On 1 July 2015 the Prevent duty (section 26) of The Counter-Terrorism and Security Act 2015 came into force. This duty places the responsibility on local authorities and schools to have due regard to the need to prevent people from being drawn into terrorism.

Stanford Junior and Infants School is fully committed to safeguarding and promoting the welfare of all its pupils. As a school we recognise that safeguarding against radicalisation is as important as safeguarding against any other vulnerability.

All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We believe that children should be given the opportunity to explore diversity and understand Britain as a multi-cultural society; everyone should be treated with respect whatever their race, gender, sexuality, religious belief, special need, or disability.

As part of our commitment to safeguarding and child protection we fully support the government's Prevent Strategy and endeavour to uphold its principles through the teaching in Foundation Stage

8.3 FGM

FEMALE CIRCUMCISION & CUTTING

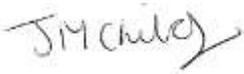
It has been estimated that over 20,000 girls under the age of 15 are at risk of FGM in the UK each year, and that 66,000 women in the UK are living with the consequences of FGM. Female genital mutilation (FGM) is a growing cause of concern in schools.

FGM is child abuse and a form of violence against women and girls, and therefore it is dealt with as part of existing child and adult safeguarding/protection structures, policies and procedures. It is illegal in the UK to subject a child to female genital mutilation (FGM) or to take a child abroad to undergo the procedure - Female Genital Mutilation Act 2003. Despite the harm it causes, FGM practising communities consider it normal to protect their cultural identity. The age at which girls are subject to FGM varies greatly from shortly after birth to any time up to adulthood. The average age is 10 to 12 years.

Any female child born to a woman or has a sister who has been subjected to FGM will be considered to be at risk, as much as other female children in the extended family. Any information or concern that a child is at risk of FGM will result in a child protection referral to Multi Agency Support Hub.

8.4 Approval of policy

Signed By

Chair of Governors:  Date: October 2019

Headteacher:  Date: October 2019

Review Date	Amendments	Approved Date
May 2017	Policy Written	July 2017
July 2019	Policy Re-Written	October 2019