



Relationship and Sex Education (RSE) and Health Education Policy

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Approved by Governors: Spring 2024

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Our Shared Beliefs about Relationships and Sex Education (RSE) and Health Education

In our school we believe:

- RSE is lifelong learning about ourselves including our emotions, self-esteem, relationships, rights and responsibilities, sexual behaviour, sexuality and sexual health. It takes place in many contexts: at home, at school and in the community.
- RSE is an entitlement for all young people. Difference and diversity must be taken into account when delivering RSE. Special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background, all affect access to RSE.
- RSE is most effective when provided in the wider context of social and emotional development. In schools, successful RSE is firmly rooted in personal, social and health education (PSHE).
- RSE must enable young people to gain information, develop and transfer skills and explore attitudes and values, in order to support informed decision-making.

We, together with our community partners, are committed to working towards the implementation and development of the following entitlements.

Children are entitled to:

- Accurate, up-to-date, useful and appropriate information delivered in a way that meets their individual needs
- A well-planned, well-delivered RSE programme, which is flexible to cater for their changing needs over time
- Know where and how to access information, support and local services
- Be informed about issues of confidentiality and how it affects them
- Have their views and ideas received in a respectful and non-judgemental manner
- Be involved in developing and evaluating the content, delivery and timing of their RSE programme.

Adults working with children are entitled to:

- Access to high quality, up-to-date, accurate information, resources and training
- Mutual understanding of roles and responsibilities in relation to the planning and delivery of RSE
- Contribute their views and ideas in support of the development of RSE for children
- Professional guidance and support
- Opportunities to share good practice
- Be informed about issues of confidentiality and procedures to be followed.

Parents, carers and other adults in the community are entitled to:

- Accessible, accurate, up-to-date, information delivered in a way which meets their needs
- A safe and supportive environment for their children
- Information on how and when RSE is taught
- Understand their rights and responsibilities in relation to RSE policy and curriculum
- Be informed about issues of confidentiality and how it affects them and their children
- Have their views and ideas received in a respectful, non-judgemental manner.
- Parents have the right to withdraw their child from elements of RSE but not from any aspects of Science or Relationships Education.

The Wider Agenda

RSE is part of the wider agenda of promoting positive relationships and sexual health for young people to which many individuals and organisations in our community contribute. Our RSE Policy contributes to meeting local and national priorities as described in strategies such as:

- Every Child Matters
- Sexual Health Strategies
- Looked After Children
- Children and Young People's Plan
- HIV and Sexual Health Strategy
- Safeguarding and Child Protection
- Mental Health and Behaviour in schools
- Relationships, Sex (RSE) and Health Education (2021)

Our Sex and Relationships Education Policy

Introduction

Our work in RSE is set in the wider context of our school values and ethos:

We promote a healthy, safe and caring environment for all pupils and staff.

We provide a broad and balanced curriculum for all our pupils, which values their diverse backgrounds and needs.

We promote pupil's self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.

We prepare our pupils to confidently engage with the challenges of adult life.

We provide sufficient information and support to enable our pupils to make safe choices.

Through an enriched curriculum, we provide children, with opportunities to develop the necessary skills to manage their lives effectively.

We help our children to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood.

Other school policies are relevant to our provision of RSE: PSHE, Safeguarding and Child Protection, Confidentiality, Behaviour, Anti-Bullying, Inclusion, Equality.

This RSE Policy will be made available to staff on the school drive and on the school website for parents and carers.

This policy is consistent with current national legislation (Education Act 1996 and Learning and Skills Act 2000). It is also consistent with and reflects the current national guidance 'Relationships and sex education (RSE) and health education (updated 2021).

Our Policy also reflects recommendations from OfSTED and the Sex Education Forum.

Our RSE policy is the responsibility of the governing body and has been developed by the SLT with the support of the Head teacher and reviewed by governors.

Our Aims for RSE

All adults will work towards achieving these aims for RSE in our school. We seek to enable our children to:

- develop interpersonal and communication skills
- develop positive values and a moral framework that will guide their decisions and behaviour
- develop understanding of the value of marriage, stable relationships and family life as a positive environment for bringing up children
- respect themselves and others, their views, backgrounds, cultures and experiences
- develop loving, caring relationships based on mutual respect
- be able to name the parts of the body and understand the process of human reproduction
- understand the reasons for and benefits of delaying sexual activity
- be prepared for puberty and the emotional and physical effects of body changes
- understand the attitudes and skills needed to maintain their sexual health
- recognise and avoid exploitative relationships • value, care for and respect their bodies
- access additional advice and support.

Delivering Our RSE Curriculum

Our Curriculum for RSE (see 3D PSHE/BIG TALK Curriculum) describes the elements which will be taught. The Curriculum is wholly consistent with the National Curriculum , Relationships, Sex and Health Education Guidance , DfE and OfSTED guidance. It also reflects best practice described by the Sex Education Forum. Some elements of our RSE curriculum are part of the compulsory National Curriculum for Science and some parts are based on the non-statutory PSHE guidance.

We consider RSE to be a continuous process of learning, which begins well before the children enter our school and continues into adulthood. We have planned a progressive

curriculum appropriate to each age group. All adults working with children have a part to play in supporting the delivery of RSE.

The objectives of the RSE Curriculum will be taught in:

- PSHE through designated lessons (using 3D PSHE scheme of work).
- Other Curriculum areas, especially Science, English, RE and PE
- Enrichment activities, especially our assembly programme, social skills groups, involvement in school trips and adventurous activities, activities carried out as part of our development as a health promoting school.
- Specific Units of Work on RSE are planned into our teaching programme every year (as described in our 3D PSHE curriculum).
- Big Talk Education will deliver a series of sessions, from Nursery to Year 6 each Autumn Term, which includes specific content on Puberty in upper KS2 (see Big Talk information). Support materials also available to staff for use in the classroom. * This programme has been specially adapted by Brigg Primary, working with the Big Talk Education team, the LA Diversity Team and the school's Traveller community to ensure inclusivity.

Responsibilities for Curriculum Delivery and Policy Implementation

- We regard it as the shared responsibility of all adults working in the school to respond appropriately to a child's request for information and advice. All staff are encouraged to access support from colleagues where necessary, including our pastoral team.
- The RSE curriculum will primarily be delivered by class teachers and support staff, as well as by professionals (Big Talk Education - Autumn Term)
- Those delivering RSE will have responsibility for assessing children's needs and selecting appropriate activities and methodologies to meet these needs, supported by the SLT.
- The SLT are responsible for reviewing and evaluating RSE at our school.
- Staff will be assisted in their planning and delivery of RSE within the 'Spiral Curriculum' by the SLT who will, with support, provide lesson plans and activities for colleagues and plan INSET to meet staff needs.

Teaching Methodologies

Ground Rules: RSE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any RSE work, in addition to those already used in the classroom. They will cover the following areas:

- Appropriate use of language
- The asking and answering of personal questions

- Strategies for checking or accessing information.

Answering Questions:

We acknowledge that sensitive and potentially difficult issues will arise in RSE as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RSE. As a first principle we will answer questions relating to the taught planned curriculum for that age group to the whole class. We will answer questions relating to areas beyond the taught planned curriculum for that age group, in a sensitive and age appropriate way only to the child or children who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it they will seek guidance from the PSHE leader/Pastoral Team.

When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, teachers will pass this information to the designated person for child protection in line with school policy.

Inclusion

We understand the importance of ensuring that all children in our school receive their entitlement to RSE. We will carefully consider special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background when planning and delivering RSE.

In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding.

- In order to ensure the RSE Curriculum meets the needs of all: We will not promote one particular lifestyle over another.
- We will not seek to gain consensus, but will accept and celebrate difference.
- We will encourage respect and discourage abuse and exploitation.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

In relation to those with special educational needs or disability, we will review our RSE programme to ensure that provision is made for those with additional needs. We will consider:

- their level of vulnerability
- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image
- the need to involve all staff, including ancillary staff and carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for pupils.

In relation to those children and families with cultural objections to children accessing RSE, we will review our RSE programme to ensure that provision is made for those with additional needs. We will consider:

- their level of vulnerability
- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image
- the need to involve parents and carers, in policy development, planning and training
- the management of personal care
- clarity about differentiation of support for pupils.

Resources

We will primarily use the Big Talk and 3D PSHE Curriculum and the resources recommended within it when planning and delivering the RSE Curriculum. We will avoid a 'resource-led' approach to delivering RSE, instead focusing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will carefully evaluate teacher resources, leaflets and videos, before using them.

We will select resources which:

- are consistent with the Curriculum for RSE
- relate to the aims and objectives of this Policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- appeal to adults and children
- are up-to-date in factual content
- are produced by a reputable organisation
- do not show unfair bias e.g. towards a commercial product
- avoid racial, gender and sexual stereotyping
- encourage active and participative learning
- conform to the legal requirements for RSE.

Use of Visitors to Support RSE

We believe that RSE is most effectively taught by those who know our pupils well and are aware of their needs. We encourage visitors to our school who may enhance, but never replace, our planned provision. We will work closely with visitors to ensure that the needs of our pupils are met.

We will follow this Code of Practice when working with visitors:

- The care and management of pupils is the responsibility of the school at all times.
- In class teaching situations, visitors will not be asked to work alone with pupils, but will be supported by a member of staff.
- The school will know whether visitors are DBS checked and arrangements will be made to accompany them as appropriate.

- All visitors will be made aware of the content and principles of this Policy, prior to their visit.
- All lessons will be planned in direct liaison with the Class teacher, taking account of the age and needs of the group and the context of the work within the RSE programme.
- Visitors will be reminded that, whilst contributing to RSE in a classroom setting, they must adhere to the same confidentiality code as staff members.
- Any resources which a visitor wishes to use or distribute will be discussed and agreed with the Class Teacher beforehand.
- The contributions of visitors will be regularly monitored and evaluated.

Confidentiality (also see Safeguarding Policy)

- Staff are unable to offer absolute confidentiality.
- We will reassure children that staff will act in their best interests and that this may involve sharing information if the child is at risk of harm.
- Children will be told if information is to be shared (unless the child is very young or has significant special needs) and will be offered appropriate support. Professionals, such as school nurses and youth workers, are bound by their professional codes of conduct when offering advice and guidance to individual pupils. This often involves offering a greater level of confidentiality to children than school staff are able to give. However, in a classroom and other teaching situations when they are contributing to our planned RSE programme, they will follow the school's Confidentiality Policy. Health professionals will ensure that children are aware of the boundaries of confidentiality when beginning work with them.

Safeguarding and Child Protection

We recognise that because effective RSE may alert children to what is appropriate and inappropriate sexual behaviour, there is an increased possibility that a disclosure relating to abuse may be made. All staff are aware of the Safeguarding and Child Protection procedures and will report the disclosure to the designated person for child protection immediately.

Sexually Active Pupils

There are extremely rare occasions when a primary-aged child, who is sexually active or contemplating sexual activity, approaches an adult. If this occurs in our school, it will be viewed as a child protection issue. The designated member of staff will follow Safeguarding and Child Protection Procedures and seek advice from the relevant agency.

Staff Training

Teaching RSE can be very rewarding, but we understand that, in order to feel confident, staff need opportunities to develop the knowledge, skills and attitudes. We recognise that all adults have different personal beliefs and attitudes about RSE. We will discuss relevant issues and, where appropriate, arrange training to enable staff members to feel confident in delivering the Curriculum for RSE. We will also encourage the sharing of good practice. Those with special responsibility for the development of RSE will be offered opportunities to consult with advisors.

Role of Governors

This Policy describes the governors' views on how RSE will be delivered in addition to requirements of the National Curriculum

In order to facilitate this process, the RSE Policy will appear every two years on the agenda of a governors' meeting.

Pupil Participation

We will involve children in the evaluation and development of their RSE in ways appropriate to their age.

- We will refer to local/countywide/national data e.g. Lifestyle Survey for our school/district.
- We will engage the children in assessment activities to establish their development needs, for example 'Draw and Write' activities
- We will encourage children to ask questions as they arise by providing anonymous question boxes.
- We will consult children (e.g. through School Council) about their perception of the strengths of our RSE programme and the areas to be further developed.

Working with Parents/Carers and our School Community

Parents and carers are the key figures in supporting their children through the emotional and physical aspects of growing up. We recognise that many children would prefer to receive information about RSE from their parents and carers. Therefore, we seek to work in partnership with parents and carers when planning and delivering RSE. We will encourage this partnership by:

- Informing parents and carers by letter or leaflet of forthcoming RSE topics
- Inviting parents to learn more about resources and activities used in RSE (Big Talk Parent meetings)
- Informing parents and carers about the RSE programme as their child joins the school through the school brochure/prospectus
- Providing supportive information about parents' role in RSE
- Inviting parents to discuss their views and concerns about RSE on an informal basis.

Parents and carers will be given access to this Policy on request. It is available on the school website.

Parents and carers have the right to withdraw their children only from all or part of those elements of sex education which are not included in the statutory national curriculum Programmes of Study for Science, and additionally some elements of sex education such as naming body parts, menstruation and puberty are now detailed in the statutory health guidance. The school will make alternative arrangements for children whose parents or carers withdraw them from sex education.

Any parent or carer who wishes to withdraw their child should, in the first instance, contact the Class Teacher to discuss the matter. Appendix will be used to guide the discussion to explain clearly which areas of RSE are statutory and which are non-statutory. We will enable parents wishing to withdraw their children from the non-statutory elements of RSE to access the leaflet 'Understanding Relationships and Health Education in your child's primary school: a guide for parents' from www.education.gov.uk.) Parents or carers will be asked to reconfirm their decision to withdraw each time RSE is planned for their child's class/year group.

Monitoring, Evaluating and Reviewing Our RSE Policy

Monitoring and evaluation of the Policy is the responsibility of the governing body.

Information will be gathered from the Head Teacher, the SLT and parents to inform judgements about effectiveness. We are committed to working towards the delivery of the Entitlements (1b) and the provision of the 'Curriculum for RSE' (4a).

- We will reflect on our contribution to the provision of the Entitlements for RSE and seek to develop this. This will be completed through lesson observations, book checks and pupil feedback.
- We will continue to work in partnership with parents/carers and members of our community to ensure the delivery of high quality RSE for our children. This will be completed through annual parent and pupil surveys.
- When the new statutory Relationships (andsex) and Health Education guidance is published this policy and all necessary areas will be reviewed.

Glossary

Abortion: the expulsion of a foetus from the womb. This may be spontaneous (miscarriage), but is most commonly used to describe a process where expulsion is induced.

AIDS: Acquired Immune Deficiency Syndrome

Community: All people who live, work or in some other way impact on the lives of children in the area in which they live.

Co-ordinator: The lead member of staff in school for a particular area of work.

DfE Department for Education (previously known as DCFS: Department for Children, Families and Schools, DfES: Department for Education and Skills and DfEE Department for Education and Employment)

HIV: Human Immunodeficiency Virus, the virus which causes AIDS

PSHE: Personal, Social and Health Education

School: Any educational establishment

Sexting: Youth Produced Sexual Imagery

SRE: Sex and Relationships Education

STI: Sexually Transmitted Infection

Visitor: Someone who is not a member of school staff, who contributes to the planned provision of RSE or offers another service, such as giving advice or support. A visitor may be a member of another organisation (e.g. health professional, youth worker) or an individual (e.g. parent with a new baby).

Sensitive Issues

Puberty

We will teach about puberty in Years 5 and 6, in accordance with our Curriculum for RSE. Younger children may be aware of puberty and we will answer their questions appropriately on an individual basis. We recognise the importance of ensuring that both boys and girls have a good understanding of puberty before they reach it. We may use single sex groups to address particular needs, such as girls' practical need for information about managing periods. We may work with groups of Year 5 and Year 6 pupils separately to ensure they receive appropriate information at these age groups. We will ensure that sensitive arrangements are made for girls who have started menstruating. This includes the provision of sanitary disposal units and the discreet provision of 'emergency' sanitary protection. Staff will respond to such requests discretely, in a helpful way without embarrassment.

Contraception

We recognise that many primary-aged children are aware of some forms of contraception and have begun to understand that adults do not only engage in sexual activity when they wish to reproduce. Children may ask direct questions about contraception, or may reveal knowledge (accurate or inaccurate) about contraception in discussion with adults or their peers. We will refer to guidelines for responding to these questions in '6A Answering Children's SRE Questions in the Primary School'. We will answer children's questions in general terms and will ensure that our answers reflect the responsible choices adults make in deciding when to have children. This will enable pupils to further understand the responsibilities of adult life. We have also decided to address this issue directly in very broad terms as part of the taught RSE Curriculum at Year 6. The learning will be set in the context of responsible parenting decisions. It will not include details regarding access to or application of contraception. There are extremely rare occasions when an adult in a primary school may believe that a child's question about contraception derives from a child's own sexual activity or contemplation of sexual activity. In this case, the adult will consult immediately with the designated teacher for child protection, who will make sensitive

arrangements, ensuring there has been discussion with the child and explanation of the Confidentiality Policy, to involve the child's parents and, if necessary, other professionals.

Abortion

We recognise that some children might be aware of abortion and that they might be developing attitudes towards it. They may also ask questions about it. Adults in schools will acknowledge these questions and respond generally to factual enquiries on an individual basis, rather than in a whole class discussion.

Sexting

Youth Produced Sexual Imagery. Children will be taught about the dangers of sexting - linked to the esafety curriculum / policy. Should any pupil disclose concerns over any incidents of sexting, the staff will inform the Child Protection staff (see safeguarding policy)

Sexually Transmitted Infections (STI's) and HIV/AIDS

We will not teach directly about STI's, however we will respond sensitively to questions posed by children. Teachers will use their professional judgement and guidance available to ensure their responses are factually correct and appropriate to the age of the child. Teachers will also acknowledge these questions and respond generally to factual enquiries on an individual basis, rather than in a whole class discussion.

Sexual Identity and Sexual Orientation

We understand our responsibility to ensure that RSE meets the needs of all our pupils. Whatever their developing sexuality, children must feel that RSE is relevant to them and sensitive to their needs. We will not teach directly about sexual orientation, but acknowledge that many children will be aware of both heterosexual and homosexual relationships and may ask questions about these. We will answer these questions factually, in a general way, seeking to challenge prejudice. We will discuss different family arrangements, including same sex partners, when considering relationships. In UKS2 we will discuss transgender and sexual identities and will answer questions factually if questions arise. If we encounter examples of homophobic language or attitudes we will challenge these. Incidents of homophobic bullying will be dealt with according to our Anti-Bullying Policy which explicitly refers to homophobic bullying.