

# **Bushfield Road Infant School**



## **RSE policy**

**Updated Autumn 2022**

**This policy will be reviewed annually, each autumn term, or earlier in the event of any updates.**

**Updates will be brought to the attention of all staff and governors at the earliest opportunity.**

**This policy should be read alongside our policies and procedures on child protection and safeguarding.**

## **Introduction**

This document details the Bushfield Road Infant School policy for provision of Relationship Education (RE) and Relationship and Sex Education (RSE). This policy covers our school's approach to Relationships and Sex Education (RSE). The policy will be available to parents through the school website. A paper copy can be made upon request.

At Bushfield Road Infant School, we are committed to promoting a safe and healthy lifestyle. Relationships and Sex Education is not regarded as a subject in its own right, but it is part of a carefully planned element in PSHE.

Effective Relationships and Sex Education needs to be taught in an atmosphere of trust, responsibility and respect where sensitive issues can be discussed without embarrassment or threat.

Relationships and sex education is primarily taught by trained staff from Big Talk Education (Growing up Safe programme) as outlined further in this policy. However, we also use the PSHE scheme Jigsaw in school too as outlined in the PSHE policy. Our PSHE education provides learning opportunities and experiences that deal with the real life issues children and young people face as they grow up. The plans cover all of the DfE's new statutory requirements for Relationships Education and Health Education.

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## 1.1 Subject Definitions

### **Mandatory Subjects - Our definition 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 definition 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.

## **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

What themes are covered at what key stage?

- At age 3 (UK nursery) we teach the differences between boys and girls, naming body parts, what areas of the body are private and should not be touched unless the child is happy and gives consent.
- At ages 4 to 8 (UK Reception, School Years 1, 2 & 3) we reinforce and strengthen what was covered in Nursery. Using specially designed child friendly resources, at the end of this session they will be able to identify happy situations and those which may be risky (e.g. other children or adults taking improper photographs of them, inappropriate touches, exposure to unsuitable media etc.) plus who they can talk to if they are worried.

Full details of the current growing up safe curriculum used can be viewed at <https://www.bigtalkeducation.co.uk/rse-information-and-support-forschools/what-and-when-sre-rse/>

- 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

As mentioned above, 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 delivers to each class within school, for up to date details please see <https://www.bigtalkeducation.co.uk/rse-information-and-support-forschools/what-and-when-sre-rse/>

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 times in class, PSHE lessons and science lessons.

## **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 in Key Stage One will be co-educational.

Teachers will be asked to keep a record of absences from RE/RSE lessons to ensure that where necessary and appropriate, these children are given the chance to catch up with missed sessions. For pupils who are absent on the day of the GUS programme delivery our alternative provision will be for Teaching staff to review the missed lesson content using the Big Talk Education's Bodies, Babies and belly buttons book that we hold in school.

## **2.5 Children's Questions**

In order to promote a healthy, positive atmosphere for RSE, Bushfield Road Infant School wants 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.

We believe 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 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 schools are legally obligated to provide pupils with Relationship Education (RE), parents do not have a right to withdraw their children from Relationship Education lessons. In Key Stage 2, parents have the right to withdraw their child from lessons teaching the SE element of RSE only, but not the reproduction elements of the national curriculum for science which is taught at KS2.

### **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, head teacher 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 T Bass and our deputy designated safeguarding lead is Mrs K Turnbull.**

## **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.

School will keep a log book of pupils' voices to monitor and evidence the positive impact of using Big Talk Education and delivery of RE/RSE education. NB. This log will not be used however, for any issues relating to safeguarding.

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

### **7.1 Governors**

Our school governor with responsibility for RE/RSE is

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 Head teacher**

The Head teacher 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, Mrs H Drayton along with the Head teacher, Mrs T Bass 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 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 the current curriculum can be viewed at

<https://www.bigtalkeducation.co.uk/>

This policy will be reviewed by the school annually, to be reviewed Autumn 2023.

### **8.2 Linked Policies**

This policy is linked to Safeguarding policy, anti- bullying policy, child protection policy, confidentiality policy and PSHE policy.

**Senior lead for safeguarding and child protection: Mrs T Bass**

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**NSPCC Helpline 0808 800 5000**

**We are committed to reviewing our policy and good practice annually.**

***Written: September 2022***

***To be reviewed: September 2023***