



The Winterton Federation Relationships and Sex Education Policy



At The Winterton Federation we endeavour to nurture unique individuals in a happy, safe, respectful and inclusive environment, where everyone is inspired to be the best they can be throughout their journey of life.

“Let us run with perseverance, the race that is set before us” (Hebrews 12:1)

We are all proud to be united in faith, vision and ambition.

This document details The Winterton Federation’s 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) are 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.



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Non-Mandatory Subjects - Our definitions of Sex Education (SE) are 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 enables children to access a safe source of information. Sex Education in our federation always forms part of a broader scheme of work presented in conjunction with RE above, therefore is referred to as **Relationship and Sex Education (RSE)**.

1.2 The federation'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 is shared with all members of the governing board and all teaching and non-teaching members of staff. Copies of the document are available to parents through the federation website and a copy is available through each 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 are able to form a strong early understanding of the features of relationships that are likely to lead to happiness and security;
- Pupils are able to recognise any less positive relationships when they encounter them;
- RSE creates the opportunity to teach pupils about positive emotional and mental wellbeing, including how friendships can support our mental wellbeing;
- RSE contributes 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 are 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 therefore is taught in both federation schools. 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;



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- **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 and are in line with federation values.

2.2 Delivery of RE & RSE

Our federation 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 deliver the programme to each class within the federation.

Special note: Within our federation 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 are taught that whilst they may call these areas something else at home, at school we use the proper scientific words.

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 and RSE topics are included in assemblies, circle time, PSHE lessons, science lessons and RE lessons.

2.3 Equality

The governing board has wider responsibilities under the Equalities Act 2010, to ensure that no pupil or pupils 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 are 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 is made for them to attend a session best matched to their ability level.

Up to and including year 4, all lessons are co-educational, however in Years 5 and 6 these are separated by gender (please note that lesson content is the same). For any children identifying as transgender, school liaises with the child's parent/carer to determine which group the child would be most comfortable with.



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Pupils who are absent on the day of the GUS programme delivery, have the opportunity to revisit these lessons through the delivery of 1Decision PSHE lessons and if in Year 5, through Science lessons covering reproduction.

2.4 Children's Questions

In order to promote a healthy, positive atmosphere for RSE the federation ensures that pupils can ask questions freely, confident that they are answered, and that they are 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 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 are reported to school staff directly and followed up in writing (please see Causes for Concern and Disclosures section below).

Teaching staff are familiar with the content and resources of the GUS programme through a teacher session and shadow training, therefore are 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, parents are issued with a password via School Ping, which links to the BigTalk parent/carers presentation prior to the delivery of the session. Within this presentation, parents and carers are given support to help them talk with their children about such topics as keeping safe, puberty, reproduction etc.

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

3.1 Withdrawal Procedure

As the federation 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 federation 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 access the parent/carers presentation via the provided link, as above. Once parents have reviewed the resources used to teach children about reproduction, and they still wish to withdraw their child they must notify Mrs Cathy Logan (Executive Headteacher) in writing prior to the day of delivery.



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4.0 Confidentiality

All governors, teachers, support staff and parents are made aware of this policy, particularly how it relates to issues of privacy and confidentiality.

Teachers 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, Executive Headteacher etc.) but the pupil is always 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 the federation. These are 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 federation's Safeguarding and Child Protection policy and immediately inform the designated member of staff responsible.

Our federation safeguarding leads are Mrs Cathy Logan and Mrs Dawn Lovatt.

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 is gathered by BigTalk Education and returned to school to aid the review process.

Questions asked during lessons in year 4, 5 and 6 are collected and kept for reference by BigTalk Education to ensure pupils' needs are being met. A list of the questions is produced by BigTalk Education and sent to the federation as part of the evidence package.

The Federation follow up the programme through science lessons and further PSHE sessions.

7.0 School Roles Relating to RSE

7.1 Governors

The federation governor with responsibility for RE/RSE is Mrs Rosie Hoyle.

Governors are responsible for:

- establishing the RSE Policy, in consultation with teachers and parents;
- ensuring this policy is made available to parents;
- ensuring this policy is in line with other federation policies e.g. SEN, Safeguarding etc.;
- ensuring that parents know the statutory parts of the curriculum and which parts they have the right of withdrawal from;
- Establishing a link governor to share in the monitoring and evaluation of the programme;
- Ensuring 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 Executive Headteacher

The Executive Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the governing board, parents, appropriate agencies, the Diocese and the Local Education Authority.

7.3 PSHE/RSE Coordinator

The coordinator along with the Executive Headteacher, has general responsibility for supporting other members of staff in the implementation of this policy and provides 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 is given for all staff teaching RSE. All staff members (including TAs and lunchtime supervisors) are 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.

Full details of current curriculum can be viewed at <https://www.bigtalkeducation.co.uk/rse-information-and-support-for-schools/rse-curriculum> .

8.2 Linked Policies

This policy is linked to Safeguarding and Child Protection policy, Anti-bullying policy, Science policy, PSHE policy.

Relationship & Sex Education Policy Reviewed by: Rachel Whitley Autumn 2023

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