

Relationships and Sex Education Policy

| Date | Review Date | Headteacher | Chair of Trust | Chair of Governors |
|------------------|--------------------|------------------------|-----------------------|---------------------------|
| July 2020 | July 2022 | Elizabeth Hardy | David Allan | Lynne Allan |

We agree with the DfE guidance document 'Relationship and Sex Education Guidance' (ref DfE 0116/2019) which states the importance of Relationships and Sex Education (RSE):

In primary schools, we (DfE) want the subjects (RSE) to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

In this school, Relationships and Sex Education (RSE) is part of the personal, social and health education (PSHE) curriculum. RSE is a powerful tool to safeguard children and young people. It promotes self-worth and gives children and young people the skills to take responsibility for their health and wellbeing. As Duty Bearers, we protect the dignity of the children by modelling respect and sensitivity. In the spirit of Article 2 of the CRC (non-discrimination), Duty Bearers are responsive to children's individual needs, understanding and cultural / social context.

The Ofsted (2019) framework states that 'Primary-age children must be taught about positive relationships and respect for others, and how these are linked to promoting good mental health and well-being'.

Our RSE curriculum adopts a holistic approach that promotes positive health and wellbeing.

We aim to work closely with parents, carers and governors and to create an ethos that will ensure all pupils receive appropriate, accurate and honest answers to their questions about RSE.

We are proud of our gold status as a Rights Respecting School, and therefore this policy is underpinned by the entire UNCRC, including Article 2 (non-discrimination): The UN Convention applies to every child without discrimination, regardless of their ethnicity,

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gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Under the Equality Act 2010, we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

We as a School community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken (which can be found at the end of this document) and we believe this policy is in line with the Equality Act 2010.

We wish to work closely with the School Council to ensure we hear and include their views and opinions in this policy. We acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child (UNCRC): children should be encouraged to form and to express their views in any area that affects them.

Aims

- To offer all pupils a planned programme of education about human development, relationships, and family life that is developmental and appropriate to the age and maturity of the child.
- To encourage pupils to develop a positive attitude to all body functions.
- To help children understand that they have rights over their bodies.
- To help pupils recognise peer social pressure and boost self esteem.
- To work with other schools and the Manchester Healthy Schools Team to share good practice in order to improve this policy.
- To ensure parents/carers are aware of the changes to RSE set out in the DfE guidance document 'Relationship and Sex Education Guidance' (see below).

Changes in the 'Right to Withdraw'

- The DfE guidance document 'Relationship and Sex Education Guidance' (ref DfE 0116/2019) states that from September 2020 (encouraged from September 2019) '*There is no right to withdraw from Relationships Education or Health Education*'.
- Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

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- Good practice is likely to include the headteacher, deputy headteachers, subject leader or relevant head of year discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child.

The tables below sets out through which subject areas each part of the RSE curriculum is taught, and from which parts a child can be withdrawn under the new guidelines:

| Subject Area | Year Group(s) Taught | Overview of topics covered | Right to Withdraw |
|--------------|----------------------|---|---|
| Science | Year 5 | Children's physical changes and development through puberty | No option to withdraw |
| PSHE | Years 1-6 | Units of lessons entitled 'Growing Changing Together' (see below for further details) | No option to withdraw |
| PSHE | Year 6 | Sex Education Lessons - 'How a baby is made?' and 'How a baby is born?' | Parents/carers have the right to withdraw their child |

A more detailed document outlining the 'Growing and Changing Together' units of lessons taught in each year group is available in the PSHE section of the school website.

Responsibility for the Policy and Procedure

Role of the Trust Board

- It is the responsibility of the Trustees of the M20 Learning Trust to draft, consult on and determine the Relationships and Sex Education policy for all academies within the Trust.
- This policy outlines the rationale and organisation of the RSE programme for the Trust

Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure all School personnel and stakeholders are aware of and comply with this policy;
- a duty to ensure implementation of the policy which outlines the rationale and organisation of the RSE programme at the school;

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- a duty to make the policy available to parents/carers;
- a duty to hear, discuss and consider any feedback about this policy from parents/carers or any other stakeholders;
- a duty to make available to parents/carers information regarding the right to withdraw their child from all, or part, of any Sex Education lessons that are taught, but not from any part of the Relationships and Health Education curriculum;
- responsibility for ensuring that the School complies with all equalities legislation;
- nominated a designated link governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher

The Headteacher will:

- implement the policy;
- ensure all School personnel, pupils and parents are aware of and comply with this policy;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- organise effective training for the teaching staff so that they can handle any difficult issues with sensitivity
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy

Role of the Coordinator

The coordinator will:

- lead the development of this policy throughout the School;
- work closely with the Headteacher and the nominated governor;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- undertake risk assessments when required;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy

Role of the Nominated Governor

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The Nominated Governor will:

- work closely with the Headteacher and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- report to the Governing Body each time the policy needs updating (every 2 years);
- annually report to the Governing Body on the success and development of this policy

Role of School Personnel

School personnel will:

- comply with all aspects of this policy;
- use a variety of teaching methods and resources to deliver the Sex Education and Relationship Education programme;
- implement the School's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the School community

Role of Pupils

Pupils will:

- be aware of and comply with this policy;
- listen carefully to all instructions given by the teacher;
- be encouraged to ask questions in order to further develop their knowledge, skills and attitudes;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- support the School's expectations of good behaviour to ensure the smooth running of the school;
- liaise with the School Council;
- take part in questionnaires and surveys

Role of the School Council

The School Council will be involved in:

- discussing improvements to this policy during the school year;
- helping to review the effectiveness of this policy with the Governing Body

Role of Parents

All parents must:

- acknowledge that they have a primary role in their child's Relationships and Sex Education programme;
- be aware of how to access the School's Relationships and Sex Education policy;
- be aware of their right to withdraw their child from all, or part, of any Sex Education lessons that are taught;
- support the school's expectations of good behaviour to ensure smooth running of the school

All parents must be given the opportunity to:

- take part in periodic surveys conducted by the school;
- ask any pertinent questions regarding their child's Relationships and Sex Education at the School;

Role of the Local Health Authority

The Manchester Healthy Schools Team have provided support and advice on the writing of this policy. The school nurse provides advice and support with our Relationships and Sex Education programme.

Organisation of the RSE Programme

We carry out the main Relationships and Sex Education teaching as part of our Personal, Social and Health Education (PSHE) curriculum.

Lessons are differentiated to be accessible to all pupils, including any with SEND.

We also teach some RSE through other subject areas (for example, science and PE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

The organisation and management of our RSE programme is undertaken by:

- The School Leadership Team
- Lead Teachers
- Teaching staff
- Governors

The planning and delivery of the programme is undertaken under the direction of the SLT.

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The delivery of this programme will be flexible and it will be delivered through:

- topics;
- planned aspects of science;
- class discussions or circle time,
- assemblies;
- occasional visits from the School Nurse

Confidentiality

The teaching staff will endeavour to respect a child's confidence, unless we consider the child to be at risk. Where confidentiality has to be breached, reasons will be given. Teachers cannot promise a child that they will 'keep a secret'.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School website
- paper copy available in school offices
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- School events
- meetings with School personnel
- communications with home such as newsletters
- reports, such as reports to the Governing Body
- information displays

Training

We ensure all school personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

Equality Impact Assessment

Under the Equality Act 2010, we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

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This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this School.

Links

This policy links to several other school policies, which can all be found on the school website:

- Safeguarding
- Anti-bullying
- Equalities
- SEND

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| Headteacher: | Elizabeth Hardy | Date: | July 2020 |
| Chair of Trust Board: | David Allan | Date: | July 2020 |
| Chair of Governing Body: | Lynne Allan | Date: | July 2020 |

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Initial Equality Impact Assessment

| Policy Title | The aim(s) of this policy | Existing policy (✓) | New/Proposed Policy (✓) | Updated Policy (✓) |
|---|---|---------------------|-------------------------|--------------------|
| Relationships and Sex Education policy | <ul style="list-style-type: none"> To offer all pupils a planned programme of education about human development, relationships, sexuality and family life which is developmental and appropriate to the age and maturity of the child. | | ✓ | |

| This policy affects or is likely to affect the following members of the school community (✓) | Pupils | School Personnel | Parents/carers | Governors | School Volunteers | School Visitors | Wider School Community |
|--|--------|------------------|----------------|-----------|-------------------|-----------------|------------------------|
| | Yes | Yes | Yes | | | | |

| Question | Equality Groups | | | | | | | | | | | | | | | | | | Conclusion | | | | | | | |
|---|-----------------|---|----|------------|---|----|--------|---|----|-----------------|---|----|------------------------|---|----|------|---|----|--------------------|---|----|--------------------|---|----|---|----|
| Does or could this policy have a negative impact on any of the following? | Age | | | Disability | | | Gender | | | Gender identity | | | Pregnancy or maternity | | | Race | | | Religion or belief | | | Sexual orientation | | | Undertake a full EIA if the answer is 'yes' or 'not sure' | |
| | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Yes | No |
| | | ✓ | | | ✓ | | | ✓ | | | | ✓ | | | | ✓ | | | | ✓ | | | ✓ | | | |
| Does or could this policy help promote equality for any of the following? | Age | | | Disability | | | Gender | | | Gender identity | | | Pregnancy or maternity | | | Race | | | Religion or belief | | | Sexual orientation | | | Undertake a full EIA if the answer is 'no' or 'not sure' | |
| | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Yes | No |
| | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | | ✓ |
| Does data collected from the equality groups have a positive impact on this policy? | Age | | | Disability | | | Gender | | | Gender identity | | | Pregnancy or maternity | | | Race | | | Religion or belief | | | Sexual orientation | | | Undertake a full EIA if the answer is 'no' or 'not sure' | |
| | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Yes | No |
| | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | | ✓ |

| | |
|-------------------|---|
| Conclusion | We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required. |
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