



KINGSWAY COMMUNITY TRUST

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**RELATIONSHIP & SEX
EDUCATION POLICY**

September 2020

Relationship & Sex Education Policy

Date: September 2020

Review Date: Autumn 2025

This policy and practice has been written following consultation with parents, teachers, governors and community groups.

1. Introduction

1.1 Context

Relationship & Sex Education (RSE) will reflect the values of the PSHE. RSE will be taught in the appropriate context of relationships. In addition RSE will promote self-esteem and emotional health and well-being and help them form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community. Relationship & Sex Education at Kingsway Community Trust is an important aspect of the Personal, Social and Health Education Programme.

1.2 Setting

All schools in the Trust are situated within the Burnage/Withington/Levenshulme area. They are mixed age schools with Green End and Ladybarn having Nursery to year 6, Cringle Brook having Reception to Year 6 classes. Green End and Ladybarn share a local governing body whilst Cringle Brook has its own Local Governing Body. The Trust as a whole are governed by a Trust Board.

All schools are multi-cultural with a range of family backgrounds, with a high percentage of EAL children. Special educational needs are above average, as is the level of deprivation. All schools are part of Manchester Healthy Schools.

2. Legal/ National Requirements

2.1 National Curriculum Science – Sex Education (statutory)

The formal RSE elements of the National Curriculum Science Orders across all key stages are mandatory for all pupils of primary and secondary age and cover the biological aspects of RSE (see section 7. Implementation)

Department for Education statutory guidance states that all primary schools must deliver relationship education. The parental right to withdraw from sex education remains in primary for aspects of sex education which are not part of the science curriculum.

2.1.1 Right to Withdraw – Sex Education Lessons only

Parents can only withdraw their child from sex education lessons. This would need to be done in consultation with the Executive Headteacher and the formal request put in writing.

2.2 By the time the children leave primary school, relationships education should prepare them to:

- Understand the characteristics of a healthy relationship and recognise what makes a good friend, a good colleague, a successful, committed relationship.
- Understand how to treat each other with kindness and respect and to value honesty and truthfulness.
- Understand that families take on many forms and to be sensitive about the families of those around them.
- Recognise unacceptable behaviours in relationships and have the confidence and self-esteem to value themselves and manage the situation.
- Report and recognise emotional, physical and sexual abuse.

2.3 Under the 2019 Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance all schools need to produce their RSE provision.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

The Secretary of State's guidance on RSE (DfE 2000) states that a policy must:

- Define relationships and sex education
- Describe how a relationship and sex education is provided and who is responsible for providing it
- Say how relationship and sex education is monitored and evaluated
- Include information about parents' right to withdrawal; and
- Be reviewed regularly

Under the Equality Act 2010, it is unlawful for any education provider, including a private or independent provider, to discriminate between pupils on grounds of:-

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

2.4 Section 28

All schools and teachers must deal openly and honestly with issues related to homophobic bullying and sexual orientation, e.g. lesbian and gay sexuality.

2.5 OFSTED

In December 2013 Ofsted updated its supplementary subject specific guidance and grade descriptors for PSHE education which states:

"The imaginative and stimulating PSHE education curriculum is skillfully designed, taking into account local health and social data and the full range of pupils needs, interests and aspirations. The programme ensures highly effective continuity and progression in pupils' learning across the key stages.

The programme is explicit, comprehensive and coherent and the statutory elements of relationship and sex education (RSE) are fully met”.

3. Ethos and Values

At Kingsway Community Trust our ethos is to educate children in RSE, thus providing pupils with the knowledge and skills to enable them to make informed and responsible choices now and in the future taking into account their physical, moral and cultural development. We wish to create a climate where pupils and adults can talk honestly. Issues raised by children will be dealt with, taking into account the maturity of the child and the nature of the issue. We want to ensure there is a fair and equal balance in our teaching of RSE for both girls and boys and ensure that children with special educational needs are properly included.

In addition, RSE will promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

Every pupil should receive their full entitlement to RSE* regardless of their gender, race, ethnicity, faith or sexual orientation (* see ‘right to withdraw’ in Legal Requirements and Guidance)

4. Definition

According to the Relationship and Sex Education Guidance, RSE is “lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care.”

5. Aim and Objectives

Contributing to the foundation of PSHE, the Trust’s RSE programme aims to inform children and young people about relationships, emotions, sex, sexuality and sexual health and should enable them to develop personal and social skills and a positive attitude to sexual health and well-being.

- To encourage children to become increasingly independent and, therefore, responsible for their own actions.
- To foster an awareness of the needs and views of others.
- To raise the children’s self-esteem and help them develop a positive self image.
- To develop within the children respect for themselves and for others.
- To give the children knowledge in order that they can make informed choices.
- To enable children to cope with the emotional and physical challenges of growing up.
- To develop the children understands of the importance of loving and happy relationships.
- To encourage the children to develop a healthy lifestyle.
- Provide information which is relevant and appropriate to the age and maturity of the pupils;
- Include the on-going development of communication and social skills
- Encourage the exploration and clarification of values and the development of positive attitudes.

6. Policy, Leadership and Management

All teachers are committed in the planning and teaching of RSE to support the implementation of this policy.

Trustees, in consultation with the Executive Head teacher, have a statutory responsibility for RSE in their school. The Local Governing bodies, together with the PSHE co-ordinator, are expected to involve parents, pupils, staff, health professionals and other agencies to ensure that the school's RSE programme addresses the needs of the pupils.

7. Implementation

7.1 Curriculum

We provide RSE through the teaching of PHSE units. These are from year 1 upwards – 4 lessons a year and in addition, relationships education is threaded through circle time, P4C and restorative work. Sex education is delivered from year 4 to 6, two lessons a year in the summer term.

7.2 Organisation

The PSHE coordinators are responsible for Relationship and Sex education across the school. Class teachers are expected to teach all lessons with support from medical professionals. Teachers needs to be aware of sensitive issues and questions that may arise through the teaching of RSE. Teachers will be supported appropriately by senior staff and the following guidance.

7.2.1 Dealing with difficult questions

Within the Trust, the following will be adhered to:

- Use specific ground rules for this work which will clarify boundaries for children/young people
- Clarify that personal questions should not be asked, use of ASK IT BASKET or provision for children to ask the teacher verbally on an individual basis after the lesson.
- If a teacher doesn't know the answer, this should be acknowledged.
- If a question is too explicit, is age inappropriate for the pupil or the whole class, then it should be acknowledged with a promise to attend to it later on an individual basis.
- If a question is raised that alerts a member of staff that a pupil is at risk of sexual abuse, then the school's Child Protection Procedures should be followed.
- Clarify that pupils should not give out personal information in class but could speak to someone they trust after the lesson, e.g. school nurse, teacher, learning mentor.

7.2.2 Teaching Methods

All teaching methods are clearly described in the lesson plans which staff use across the Trust. Pupils with SEND needs will have their access supported in accordance to their individual learning plan and advice from professionals. Some of the puberty lessons in years 4 to 6 will be taught in single sex classes. All staff will use the resources that have been approved by parents within the consultation.

7.2.3 Confidentiality

Pupils in all PSHE lessons should follow set ground rules. Pupils should be encouraged to talk about things that are worrying them. However, they must know that teachers cannot promise unconditional confidentiality if child protection or safeguarding issues are flagged. School can signpost pupils to relevant support/services.

7.2.4 Language and Terminology

RSE plays an important role in equipping young people with the correct terminology so they can safeguard themselves. Good vocabulary around RSE will assist them in talking comfortably, respectfully and accurately about growing up, the human body, and sex and relationships. Staff must model correct vocabulary. The ability to use the correct medical terms for genitalia and other parts of the body is a key skill for young people. It helps them describe abusive behaviors and gives them confidence when seeking medical help.

7.3 External Visitors

Health professionals who are involved in delivering programmes are expected to work within the Trusts' Relationship & Sex Education Policy and Safeguarding policy and under the instruction of the Executive Headteacher, however when they are in their professional role such as the school nurse in consultation with an individual pupil they should follow their own professional codes of conduct. The NSPCC charity also supports the school through assemblies and workshops on keeping safe.

Visitors must stick to the planned RSE lesson and adhere to the policies within this document.

8. Monitoring, Assessing and Reviewing

The application of this policy is monitored by the Executive Headteacher.

To ensure that the policy is adhered to and is effective, it will be monitored, reviewed and evaluated regularly. A system is in place to ensure amendments to policies and processes take place in light of reviews and evaluations.

At every review, the policy will be shared with the Local Governing Bodies and approved by The Trust Board.

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.

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.

The Governing Body will ensure, that in the cycle of policy reviews, that policies and practices are scrutinised to identify the effects they have on individuals or groups of people in relation to equality.

9. Relationship with other policies and practices

9.1 PSHE

Relationship and Sex Education sits within of the PSHE curriculum and as such should be planned, delivered, co-ordinated, assessed and monitored in line with the Trust's PSHE Policy.

9.2 Anti-bullying

This should be linked to the school's broader policy on anti-bullying.

9.3 Child Protection

If any disclosure occurs during a RSE lesson or concerns are raised, teachers will follow the school's procedure for Child Protection. Staff can find additional guidance in KCSIE 2019 V

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835733/Keeping_children_safe_in_education_2019.pdf

9.4 Confidentiality

Children have rights under the Children’s act 2004 and can thus expect to be treated sensitively regarding seeking information and advice. However, staff should not give guarantees of confidentiality where the safety and welfare of a child is at risk.

9.5 Menstruation and Period Poverty

All Trust schools have engaged with the menstruation and period poverty programme. Pupils have access to toilets with sanitary bins and have sanitary products for them to use and take home.

10. Breaches of the Policy

All staff are under a contractual obligation to uphold the policy as with all other school policies.

Issue Status

Date	Issue	Date Approved by Trustees	Review date
February 2016	Version 1 – February 16		Autumn 2021
March 2019	Version 2 –April 2019	13.5.19	Summer 2020
September 20	Version 3 – September 2020	19.10.20	September 2025
Updated following Information from the Department for Education about the introduction of compulsory relationships education			