



Manchester  
Communication  
Primary  
Academy

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# Manchester Communication Primary Academy

## SEX EDUCATION

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### Policy 2018

# Approval History

Approved By:	Date of Approval	Version Approved	Comments
MCPA Trust Board	16/06/14	1	

# Revision History

Revision Date	Previous Revision Date	Rev	Summary of Changes	Changes Marked	Owner/ Editor
09/18			Changing Principle to Head Teacher		CF
10/20			Consultation Responses added on		

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This policy takes full account of the Academy's legal obligations and reflects the national aims and priorities included in the DCSF Sex and Relationship guidance 0116/2000, Ofsted (2002) Sex and Relationships Education (SRE) in Schools, QCA Guidance 2007 and Review of SRE in Schools 2008 (ESG). This policy complies with the recent government legislation that requires all pupils to receive SRE from 2010.

**Specifically related Academy policies include Equal Opportunities and Safeguarding Children.**

## Summary

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This SRE policy is inclusive and reflects the Academy's ethos and legal, ethical and moral responsibilities to pupils in its care. The Academy will implement an up-to-date, age appropriate and progressive programme of study for SRE, which reflects current DCSF and QCA guidance and which is sensitive and responsive to the needs of pupils and contemporary issues. It will ensure that staff have access to appropriate training opportunities for purpose of good quality SRE provision. Discrete and appropriate assessment, quality assurance and evaluation mechanisms will ensure effective SRE delivery.

The Academy will provide a full copy of the Sex and Relationship policy to any Parent / Carer on request, and it will be made available on the Academy website. A summary version will appear in the prospectus.

## Introduction

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The Manchester Communication Primary Academy is committed to ensuring a high priority for the health, safety and well-being of all pupils and staff.

Sex and Relationship Education at the Academy will be taught with due regard to moral and legal considerations and with the explicit values of family life and supportive relationships. It will be taught by members of staff who are experienced, willing and have been specifically trained in this aspect of education. SRE has three main elements: attitudes and values; personal and social skills and knowledge and understanding.

Sex education is about helping children to: ensure that they have the knowledge and understanding to make informed decisions about relationships, have positive self-esteem and know to respect others. In order to deliver high quality sex and relationship education, we need to be sensitive in delivery and pay due regard to the moral, legal, religious and cultural considerations which are involved.

Pupils will:

- Develop self-awareness and confidence in talking, listening, and thinking about relationships and feelings
- respect that there are differences between people and everyone is unique
- Develop a sense of self-identity, celebrating personal qualities

- Understand how people relate to each other and emphasise respect and consideration for others
- Express feelings confidently and recognise positive and negative feelings and identify risks and strategies for handling them
- Explore gender issues
- Understand puberty and the changes that will take place
- Protect themselves and ask for help and support
- Encourage students to adopt healthy lifestyles in order to be physically, mentally and emotionally healthy.
- Provide a safe environment for students and to support them to stay safe both inside and outside of the academy: safe from bullying and discrimination, and safe from crime and anti-social behaviour. The academy will work with other agencies to ensure that children are well cared for.
- To encourage personal responsibility in all forms of behaviour. To provide support and information for young people and their parents/carers.

## Foundation Stage

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To achieve the desirable outcomes of early years curriculum “Knowledge and Understanding the World” and “Social and Personal Development”, (DfES document Nursery Education Desirable Outcomes for Children’s Learning), children will experience a variety of activities. As part of the Foundation Stage, children will learn about the concept of male and female. In on-going PSHE work they develop skills to form friendships and think about relationships with others. They will also focus on themselves, their community and their world.

## Key Stage One

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Pupils will understand/ be able:

- That animals, including humans, feed, move, grow and use their senses and reproduce.
- To recognise the external parts of the bodies of humans.
- That humans and animals can produce offspring and these grow into adults.
- To recognise similarities and differences between themselves and others and treat others with sensitivity.
- Identify and share their feelings with one another
- Recognise safe and unsafe situations and identify someone they are able to talk to and trust.

## Key Stage Two

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Pupils will understand/ be able:

- Life processes including nutrition, growth and reproduction
- The main stages of the human life cycle, including the physical changes that take place at puberty, why they happen and how to manage them
- Learn to express their opinions about relationships and bullying and to listen to and support others, including respecting other people's viewpoints and beliefs.
- Learn to recognise their own worth and identify positive things about themselves and try to balance any anxiety in life in order to promote their own mental health and wellbeing of others.

**Years 5 & 6 will:**

- Have knowledge about sexual activity and reproduction
- Know how a baby grows inside the body

## Delivery

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We will achieve this through:

- PHSE curriculum
- Science curriculum
- Healthy lifestyle curriculum
- Project based learning
- Behaviour policy, academy values and academy rules
- Family learning
- School nurse opportunities

Lessons and activities should be flexible and much will depend on the age and ability of the children and their degree of involvement in the activities. Group work and a collaborative approach allows children to have the experience of working with others, in order to develop social skills. SRE is normally delivered by teachers/ school nurse in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. The Academy will ensure that values relevant to education about sex and relationships are consistently adhered to within the school so that, for example, homophobic and transphobic attitudes do not go unchallenged.

The Academy will access support from a wide range of individuals and agencies when planning and teaching SRE. Nurses, general practitioners, health promotion units, theatre-in-education teams, youth workers and peer-education teams etc. The involvement of these external agencies can give the pupils access to a wealth of experience and expertise, new resources and different approaches to learning. It is essential to ensure that at all times a teacher is present when an external contributor is working with pupils, especially since some contributors may only visit schools infrequently and may not have been checked by the Criminal Records Bureau.

External contributors will lend expertise and a partnership dimension to the SRE Programme. Input from external contributors and the Academy's SRE programme of study will be regularly evaluated by pupils and staff.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of SRE in school.

## Dealing with Questions

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Both formal and informal SRE arising from pupils' questions are answered according to the age and maturity of the pupil concerned.

Use specific ground rules for this work which will clarify boundaries for children/young people

Clarify that personal questions should not be asked

If a teacher doesn't know the answer this should be acknowledged

Clarify that pupils should not give out personal information in class but speak to someone they trust, e.g. school nurse, teacher.

## Concerns

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**'Concerning questions'**: these could possibly be indicative of safeguarding issues. In this case, teachers will follow the school safeguarding procedures.

**'Genuine questions'**: the child has a genuine but age inappropriate question. In this case, the child's question will be acknowledged, with a promise to return to it later. The class teacher will then consult with the child's parents, and discuss if they would like to answer, or they want school to answer, in the case of the latter, it will be discussed with parents how much information they are happy for their child to have.

## SRE - Withdrawal

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Parents/Carers have the right to withdraw their children from all or part of the sex and relationships education provided at school except for those parts included in the academic curriculum. The Manchester Communication Primary Academy would expect to be notified in writing of any intent to exercise this right, and would wish to discuss such a withdrawal on an individual basis. We will provide alternative education for pupils whose parents/carers do so. The DCSF have produced a pack of information for such parents/carers and their children. The Academy will provide a safe and secure place for any learner withdrawn from such

lessons. A letter will be posted to all parents prior to any session that focuses on sex education and parents will be given the opportunity to engage with any resources.

Parents/carers will have the right to withdraw their child.

## **Child protection and Confidentiality**

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At the Academy, it will be made sufficiently clear to pupils that, although most information can be kept confidential, some may need to be passed on in the young person's best interests. From the outset, it will be made clear to pupils what will be done with the information and who will have access to it. The classroom is a public place and confidentiality cannot be maintained. 'Ground rules' for sex and relationships education lessons should be negotiated with students well in advance, including the key rule 'no-one will be expected to ask or answer any personal questions'. Situations and issues should be discussed using 'distancing' techniques of role play and hypothetical but authentic scenarios.

Staff need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the designated child protection person, Andrea Grant, in line with academy procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

## **How Will SRE be Monitored and Evaluated?**

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- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.
- It will be evaluated through team reflections and evaluations.
- The policy will be monitored by the headteacher and the governors.
- The policy will be reviewed biannually unless there is new legislation or guidance from the government.

## **Roles and Responsibilities**

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The Governing Body is required to have a written statement of the policy available to parents / carers.

This policy should be read in conjunction with the government response to the SRE review (October 2008) and will be reviewed to comply with the legislation that requires all pupils to receive SRE education from 2010.



The Head Teacher is responsible for ensuring that this policy is fully implemented, and that staff are appropriately prepared and sufficient resources made available to ensure effective delivery. While the overall responsibility for this policy rests with the Head Teacher, the management and day-to-day implementation of this rests with the nominated Assistant Head Teacher.

All staff, in their daily engagement with other colleagues and with pupils, will promote the personal, moral and social qualities helping to provide good role models which will enable pupils develop their own positive identities and personal qualities. Staff who teach in this important area must ensure that they prepare adequately to ensure all pupils appreciate and understand the messages delivered here. We will utilise the role of external contributors to enhance delivery.

The views of parents /carers need to be borne in mind when developing the SRE policy, and parents /carers are invited to comment on the extent to which this policy reflects their wishes and the culture of the community served by the Academy.

## Parent Consultation Response

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This consultation seeks the views of our Parents/Carers on our RSE Policy, which will apply at MCPA from September 2020, in line with requirements from the Department for Education (DfE).

In June 2019, the DfE published “Relationships education, relationships and sex education (RSE) and health education” (June 2019).

This guidance:

Makes it compulsory for all schools to have an RSE Policy and to consult parents and carers in the development of that policy; Sets out the topics that need to be taught to pupils by the end of primary school; and makes changes to the right of parents or carers to withdraw their child from the elements of sex education that are not taught as part of the compulsory national science curriculum. These and other topics are covered in our RSE Policy and RSE Curriculum. The new requirements formalise expectations but don't make significant changes to what we teach our pupils. Many of the topics required by the DfE were already taught as part of our Personal, Social and Health Education (PSHE) curriculum, and in other subjects.

In addition to consulting parents and carers on our RSE Policy, we have met good practice recommendations from the DfE by consulting parents and carers in the development of our RSE Curriculum, via a parent breakfast (focus group) earlier this year. Parents and carers were invited & encouraged to take part to express their views; we had a diverse range of parents and carers in attendance that represented the diversity of our school. Our staff team have also been engaged in the development of the RSE elements of the PSHE Curriculum, as appropriate and in line with good practice recommendations.

We've worked hard to make sure that our new curriculum reflects:

Our values of equality, inclusion and respect for all pupils and communities; our pupils' age and maturity levels, as well as their cultural and religious backgrounds; every child's learning needs; and what pupils need to know to be healthy and safe in school, in their personal relationships and in the wider world.

Parents and carers were invited to submit responses to the consultation questions below via an online survey or alternatively to [serena.james@mca.manchester.sch.uk](mailto:serena.james@mca.manchester.sch.uk) - for the attention of the school PSHE lead.

The deadline for responses was 14th July 2020.

Parent consultation survey Questions:

- Q1: Is our RSE Policy clearly written and easy to understand – could any parts of it be made clearer?
- Q2: After reading Section 8 of our RSE Policy (“The Right to Withdraw”), do you understand how to submit a request to withdraw your child from the elements of sex education that are not taught as part of the compulsory national science curriculum?
- Q3: Do you think that our RSE Policy and Curriculum cover all of the topics required by the DfE? Those topics are set out in Appendix 1 on our RSE Policy. (Please also see <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>).
- Q4: After reading our RSE Policy and RSE Curriculum, how would you rate your understanding of when and how your child will be taught about the range of RSE topics required by the DfE?
- Q5: (Optional): If you answered “I have no understanding of when and how my child will be taught about the range of RSE topics required by the DfE” in response to Question 4, please explain how we can better support your understanding of the RSE curriculum.
- Q6: To what extent do you agree with the following statement about our RSE Policy and Curriculum: “I feel confident that my child will be taught about the range of RSE topics required by the DfE at an appropriate stage in their development, in a way that is sensitive to their cultural or religious background and in a way that respects the dignity and equality of all students”.
- Q7: (Optional): If you answered “Disagree” or “Strongly Disagree” in response to Question 6, please explain why you do not feel confident about our approach to teaching RSE, which is underpinned by our values of equality and inclusion.
- Q8: Do you have any additional information or evidence which we may have overlooked when developing our RSE Policy?

### Parent Consultation Survey Results:

Relationships and Sex Education Policy Questions	Parent Responses:
Is our RSE Policy clearly written and easy to understand – could any parts of it be made clearer?	90.9% of the parents/carers who took the survey felt that the policy was clearly written and easy to understand.
After reading Section 8 of our RSE Policy (“The Right to Withdraw”), do you understand how to submit a request to withdraw your child from the elements of sex education that are not taught as part of the compulsory national science curriculum?	100% of the parents/carers who took the survey indicated that they understood Section 8 (“The Right to Withdraw”).

Relationships and Sex Education Policy Questions	Parent Responses:
Do you think that our RSE Policy and Curriculum cover all of the topics required by the DfE? Those topics are set out in Appendix 1 on our RSE Policy.	72.7% of the parents/carers who took the survey agreed that our RSE Policy and Curriculum covered all of the topics required by the DfE.
After reading our RSE Policy and RSE Curriculum, how would you rate your understanding of when and how your child will be taught about the range of RSE topics required by the DfE?	72.8% of the parent/carers who took the survey indicated that they had a good understanding of when and how their child will be taught about the range of RSE topics required by the DfE.
To what extent do you agree with the following statement about our RSE Policy and Curriculum: "I feel confident that my child will be taught about the range of RSE topics required by the DfE at an appropriate stage in their development, in a way that is sensitive to their cultural or religious background and in a way that respects the dignity and equality of all students".	81.8% of the parent/carers who took the survey agreed with the statement about our RSE Policy and Curriculum, whilst 18.2% remained neutral.

We will continue to hold Parent focus groups, as well as Parent Breakfast, in order to: provide more information and support for parents/carers; signpost families to helpful services/resources, and to listen to and discuss your views on the RSE & Health Education curriculum.

The parent survey showed that some parents felt that LGBTQ was not specifically mentioned in the policy, however most parents did agree that respecting differences between families within society was reflected in Relationships Education & that diversity was celebrated across the curriculum.

Below is the Relationships and Sex Education (RSE) guidance for schools on LGBTQ. In line with government guidance, MCPA will continue to integrate LGBTQ into the Relationships Education programme of study (as outlined in policy), rather than delivering standalone lessons.

### **Lesbian, Gay, Bisexual and Transgender (LGBT)**

36. In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.

37. Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.

Parents/Carers can find out more information on LGBTQI by viewing our LGBTQI Education policy on the MCPA website.

**The parent survey showed that some parents needed more clarity on statutory guidance for Religion & Belief in RSE.**

Our approach and delivery of RSE is faith-sensitive, inclusive and respectful of the diverse range of families within our school community. The Relationships & sex education element of PSHE enables children to form healthy, safe & respectful relationships (including how to respond safely and appropriately to other children & adults they may encounter (in all contexts, including online), and to learn more about the changes they will go through during puberty. At MCPA, we will continue to develop our RSE curriculum in partnership with parents and carers, and work to ensure that our delivery is sensitive to the range of different values, cultures and beliefs we have within our community.

**Please find below the RSE statutory guidance for schools on religion and belief( including teaching in schools with a religious character):**

19. A good understanding of pupils’ faith backgrounds and positive relationships between the school and local faith communities help to create a constructive context for the teaching of these subjects.

20. In all schools, when teaching these subjects, the religious background of all pupils must be taken into account when planning teaching, so that the topics that are included in the core content in this guidance are appropriately handled. Schools must ensure they comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.

21. All schools may teach about faith perspectives. In particular, schools with a religious character may teach the distinctive faith perspective on relationships, and balanced debate may take place about issues that are seen as contentious. For example, the school may wish to reflect on faith teachings about certain topics as well as how their faith institutions may support people in matters of relationships and sex.

22. In all schools, teaching should reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

The Department for Education defines relationships education as, “teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults”. Parents are reminded that the Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools.

Sex education is not compulsory in primary schools & therefore parents have the right to withdraw their child from sex education beyond the national curriculum for science (as stated on RSE Policy).

You can find out more information on the statutory requirements for Relationships and Sex Education here: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>