



# Winslow Church of England School

## Sex Education policy

**Approved by:** FGB **Date:** November 2020

**Last reviewed on:** March 2023

**Next review due by:** Spring 2024

## **Sex Education policy**

### **1. School ethos / values statement**

At Winslow Church of England School, our vision is 'Let your light shine'. Every person in our school community has been made in the image of God and is loved unconditionally by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to 'let their light shine' in a loving and inclusive community.

We recognise that the impact of COVID-19 and lockdown will have been very different for each child and it is crucial that on their return to school, they have the opportunity to reconnect with each other, their learning, the school community and ultimately our values. In a time of many uncertainties, they need space, time, our support to process all that has happened to them, and our PSHE curriculum plays a vital role in enabling this.

At Winslow Church of England School we are committed to providing a holistic approach to education which aims to support the academic, cultural, personal and social development of all our pupils. From September 2020 statutory Sex Education and Health Education will be part of the taught curriculum within PSHE. This is an essential part of a child's education and contributes to their personal development. Sex Education is not statutory at Primary, but recommended by the DfE. We teach Sex Education as part of our Sex Education within the planned PSHE curriculum.

### **2. Aims of the Sex Education policy**

All primary schools offering Sex Education are required to define any Sex Education they choose to teach other than that covered in the science curriculum, outline the subject content, how it will be taught and who is responsible for teaching it. They must also state the parental/carers right to withdraw from non-statutory sex education lessons and the protocols established by the school to facilitate this. Schools are also required to consult with parents with regard to the policy and to work with parents, offering support in talking to their children about sex education and how to link this to what is being taught in school. It is the statutory responsibility of the Governing Body, to ensure the school has a compliant and up to date sex education policy.

#### **The aim of this policy is to**

- Provide information to staff, parents and carers, governors, pupils and other agencies regarding the organisation, content and approach to teaching Sex Education
- Help parents and carers to understand Sex Education and support them to work with their child to secure the very best outcomes for all pupils
- Demonstrate how the school meets legal requirements with regards to teaching Sex Education

#### **Legal Requirements**

To comply with The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools.

To comply with the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance from the DfE ( June 2019)

To comply with the requirements to have an up to date Sex Education policy developed in consultation with pupils, parents and carers (Education Act 1996) and in line with the DfE statutory guidance on Relationships Education, RSE and Health Education( June 2019)

To have due regard to the Equality Act (2010) which requires schools to prevent discrimination, advance equality of opportunity and foster good relation between different groups . The protected characteristics that apply to school age children are disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity.

To fulfil statutory safeguarding duties and ensure any safeguarding issues arising from Relationships / Sex Education teaching are identified and followed in accordance with the school safeguarding policy.

### **3. Parents'/carers right to withdraw**

At Winslow Church of England School we teach Sex Education as part of our Relationships and PSHE curriculum. As Sex Education is not statutory at primary we wish to state the right of parents and carers to withdraw their child from designated Sex Education lessons. We encourage parents / carers to make an appointment to come in and speak to the class teacher in the first instance about any concerns they may have. Requests for withdrawal should be put in writing.

### **4. Development of the policy**

This policy was developed by the PSHE lead in consultation with school governors, parents and pupils. The policy was written by the PSHE lead in consultation with the Headteacher, both of whom attended training provided by Bucks CC (Carol Stottor PSHE Advisor)

Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

Parent/stakeholder consultation – parents and any interested parties were invited to be part of a small working group to discuss the development of this policy.

Ratification – this policy was shared and ratified with governors

This policy links to the PSHE policy, Relationships Education Policy, Child Protection Policy, Anti-Bullying Policy, Equalities Policy, Mental Health and Wellbeing Policy and the School Behaviour Policy and the Science National Curriculum.

We aim to work collaboratively with parents / carers to ensure pupils receive Sex education lessons that are relevant and age appropriate and sensitive to the needs of the community we serve.

### **5. Definition of Sex Education**

Sex Education at Winslow Church of England School is taught through the PSHE curriculum as part of Relationships Education. Sex Education is taught in addition to the statutory science curriculum and provides factual and age appropriate knowledge about conception and birth. In preparation for the secondary RSE curriculum, Sex Education teaches pupils to recognise the difference between intimate and non-intimate relationships, promotes healthy committed relationships including marriage, consent and the values and responsibilities required to build healthy adult relationships. It also teaches pupils the legal age

for marriage and consensual sexual relationship, to recognise their right to their own physical and emotional personal space, how to keep themselves safe and how to report concerns or issues. Puberty Education is part of statutory Health Education and parents/ carers do not have the right to withdraw their child from this aspect of the curriculum.

## **6 . The Curriculum**

### **Intent**

Why teach Sex Education?

The DfE states in the statutory Relationships Education, Relationships and Sex Education and Health Education guidance (p 23)

“It is important that the transition phase before moving to secondary school, supports pupils’ ongoing emotional and physical development effectively. The department continues to recommend therefore, that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both girls and boys are prepared for the changes that adolescence brings and – drawing on knowledge from the national curriculum for science – how a baby is conceived and born.”

- Be taught factual and correct information about how a baby is conceived and born
- Explore in a safe and a managed environment questions that they may have about puberty and give them an age-appropriate understanding of sexual development
- Understand that all intimate relationships should be consensual, and based on love and respect
- Understand the law and be taught that intimate relationships are for consenting adults
- Understand the importance of marriage and committed relationship and learn about different cultural and religious approaches to this
- Recognising and establishing their own personal boundaries and privacy relating to their own bodies and are taught the scientific vocabulary for all body parts
- Dispel myths and incorrect information about sex and how a baby is conceived and born
- Recognise unhealthy relationships, inappropriate behaviour and to report concerns or abuse (including signposting to trusted online support services such as Childline)
- Ask a trusted adult rather than go on line with regards to any concerns or questions they may have and avoid viewing any inappropriate material or entering into social media conversations that can cause them harm

### **Implementation**

Sex Education is delivered through the Relationships curriculum as part of PSHE education. These aspects of the Sex Education as defined by the DfE will be taught at an age appropriate level. Please see appendix 1 for our school PSHE overview.

To ensure the content and delivery of Sex Education is appropriate and relevant to our pupils we use simple baselines to ascertain what pupils already know, and find out what they would like to learn.

Distancing techniques are used in PSHE education, which provides depersonalised examples which support children to explore what is being taught without sharing their own personal experiences in the lesson.

**What we use** – SCARF Scheme of work ; Buckinghamshire Healthcare NHS materials for year 5 and 6 SRE

**Who** teaches this? The class teacher supported by an LSA will deliver the curriculum (there will always be 2 adults in the classroom).

**When** – as part of the PSHE curriculum in year 6 with boys and girls taught separately as appropriate. This will be taught in the summer term.

### **Managing Difficult Questions**

All aspects of PSHE are underpinned by shared and understood ground rules which are agreed in each class, with lessons being delivered in a safe and well managed environment. (See appendix 2). Pupils are encouraged to ask questions and raise issues in a respectful and appropriate manner. Some questions or issues raised may not be appropriately answered in whole class lessons and these will be followed up separately on an individual or group basis. A question box is available for pupils who do not feel confident to ask questions or wish to have a separate conversation with a member of staff. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. We also respect that some questions are better addressed at home with parents/ carers and the school will share information with parents/carers on an individual basis should the need arise.

Whilst it is vital to have trust and openness we cannot offer total confidentiality to pupils. Any disclosures or areas of concern will be followed up in accordance with our safeguarding procedures.

### **Impact**

#### **High quality Sex Education will enable our pupils to:**

- Have a factual and age appropriate understanding of how babies are made and born
- Understand that intimate and sexual relationships are a natural part of adult life
- Know who to talk to if they have further questions about sex and intimate relationships
- Be aware of and respect different types of relationships in accordance with the Equalities Act
- Know they will continue to learn about sex education in their secondary school
- Keep themselves safe online, recognise risks, harmful content, and online contact and be able to report any concerns at the earliest stage
- Know how to keep safe by recognising any inappropriate behaviour from others
- Report concerns or abuse and have the confidence, knowledge and vocabulary to do so

### **7. Confidentiality and safeguarding**

Any personal disclosures made by pupils will be followed up in accordance with the school's child protection policy. Teachers will report any safeguarding concerns to the DLS and share concerns with parents/carers according to the school's safeguarding procedures.

### **8. Roles and Responsibilities**

The governing body will approve the policy and hold the Headteacher to account for its implementation.

The Headteacher is responsible for ensuring PSHE including Sex Education is taught consistently across the school and for managing requests with regards to the parental right to withdraw from non-statutory Sex Education.

The PSHE lead is responsible for leading and managing the subject. Teachers are responsible for delivering PSHE.

Pupils are expected to fully engage with PSHE provision including sex education and treat others with respect.

#### **9. Working with outside agencies and visiting speakers**

Vetting and sharing of school protocols will be adhered to with any outside agency engagement.

#### **10. Monitoring, evaluation and training**

Sex Education will be monitored and evaluated by the PSHE lead, SLT and Governors in line with the monitoring cycle agreed by the school. The Sex Education policy will be reviewed annually .

To ensure staff are confident to deliver all aspects of the PSHE curriculum including Sex Education, access to online, in school, local and national training will be made available and in accordance with the school's CPD programme for staff development.

#### **11. Working with parents and carers (consulting, informing and supporting)**

We have consulted with a working party of parents to ensure parent views are considered and helpful information is made available via the school website. See also appendix 3 for a DfE guide for parents.

Parents and carers are only entitled to withdraw their child from designated sex education lessons. Parents and carers do not have the right to withdraw their child from PSHE which includes statutory Sex Education and Health Education (including the changing adolescent body/puberty). The science curriculum also includes content on human development, including reproduction, which there is no right to withdraw from. We highly recommend all students receive the full PSHE curriculum.

We keep parents/carers informed about when sex education will take place.

#### **12. Policy date and review date**

**Policy written: Summer 2020**

**Policy reviewed: March 2023**

## Appendix 1 PSHE Curriculum Overview

	Autumn	Spring	Summer
Year 1	<ul style="list-style-type: none"> <li>Feelings</li> <li>Getting help</li> <li>Classroom rules</li> <li>Recognising, valuing and celebrating difference</li> <li>Developing tolerance and respect</li> </ul>	<ul style="list-style-type: none"> <li>How our feelings can keep us safe</li> <li>Keeping healthy</li> <li>Medicine Safety</li> <li>Taking care of things:                             <ul style="list-style-type: none"> <li>Myself</li> <li>My money</li> <li>My environment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Growth Mindset</li> <li>Keeping by body healthy</li> <li>Getting help</li> <li>Becoming independent</li> <li>My body parts</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>Bullying and teasing</li> <li>Our school rules about bullying</li> <li>Being a good friend</li> <li>Feelings/self-regulation</li> <li>Being kind and helping others</li> <li>Listening Skills</li> </ul>	<ul style="list-style-type: none"> <li>Safe and unsafe secrets</li> <li>Appropriate touch</li> <li>Medicine safety</li> <li>Cooperation</li> <li>Self-regulation</li> </ul>	<ul style="list-style-type: none"> <li>Growth Mindset</li> <li>Looking after my body</li> <li>Life cycles</li> <li>Dealing with loss</li> <li>Being supportive</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>Cooperation</li> <li>Friendship (including respectful relationships)</li> <li>Recognising and respecting diversity</li> <li>Being respectful and tolerant</li> </ul>	<ul style="list-style-type: none"> <li>Managing risk</li> <li>Drugs and their risks</li> <li>Staying safe online</li> <li>Skills we need to develop as we grow up</li> <li>Helping and being helped</li> </ul>	<ul style="list-style-type: none"> <li>Keeping myself healthy</li> <li>Celebrating and developing my skills</li> <li>Relationships</li> <li>Menstruation</li> <li>Keeping safe</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>Recognising feelings</li> <li>Bullying</li> <li>Assertive skills</li> <li>Recognising and celebrating difference (including religions and cultural difference)</li> <li>Understanding and challenging stereotypes</li> </ul>	<ul style="list-style-type: none"> <li>Managing risk</li> <li>Understanding the norms of drug use (cigarette and alcohol use)</li> <li>Influences</li> <li>Making a difference (different ways of helping others or the environment)</li> <li>Media influence</li> <li>Decisions about spending money</li> </ul>	<ul style="list-style-type: none"> <li>Having choices and making decisions about my health</li> <li>Taking care of my environment</li> <li>Body changes during puberty</li> <li>Managing difficult feelings</li> <li>Relationships including marriage</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>Feelings</li> <li>Friendship skills, including compromise</li> <li>Assertive skills</li> <li>Recognising and celebrating difference, including religions and cultural</li> <li>Influence and pressure of social media</li> </ul>	<ul style="list-style-type: none"> <li>Managing risk, including staying safe online</li> <li>Norms around use of legal drugs (tobacco, alcohol)</li> <li>Rights and responsibilities</li> <li>Rights and responsibilities relating to my health</li> <li>Decisions about lending, borrowing and spending</li> </ul>	<ul style="list-style-type: none"> <li>Growing independence and taking responsibility</li> <li>Media awareness and safety</li> <li>Managing difficult feelings</li> <li>Managing change</li> <li>Getting help</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>Assertiveness</li> <li>Cooperation</li> <li>Safe/unsafe touches</li> <li>Recognising and reflecting on prejudice-based bullying</li> <li>Understanding Bystander behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Emotional needs</li> <li>Staying safe online</li> <li>Drugs: norms and risks (including the law)</li> <li>Understanding media bias, including social media</li> <li>Caring: communities and the environment</li> <li>Earning and saving money</li> </ul>	<ul style="list-style-type: none"> <li>Aspirations and goal setting</li> <li>Managing risk</li> <li>Keeping safe</li> <li>Body Image</li> <li>Self esteem</li> <li>Coping with changes</li> <li>Sex education – Making Babies (parents have right to withdraw children from this)</li> </ul>

## Appendix 2 Ground rules

- No personal questions or sharing of private information.
- You have the right to pass on a question.
- No question is silly or stupid.
- Use dictionary words whenever possible.
- Post the list in the classroom and refer to it as needed.

There is a balance between encouraging pupils to talk about real life and over disclosure of private information. Encourage pupils to use the phrase "Someone I know..." instead of the person's name if sharing information of a personal nature.

Frame the ground rules in a creative way:

G...Giggling is okay but laughing at others is not

R...Respect for myself and others is important

O...Option to pass on answering questions is available to all

U...Use dictionary words when describing the body

N...No question is a silly question!

D...Do use "Someone I know..." instead of the person's name

## Appendix 3 – DFE information for parents

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812593/RSE\\_primary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf)

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>