



Sex Education

At Oak Green 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 summer 2021, statutory 'Relationships Education' and 'Health Education' will be part of the taught curriculum within Personal, Social, Health and Economic Education (PHSE). This is an essential part of a child's education and contributes to their personal development. 'Sex Education' is **not** statutory at primary school, but is recommended by the DfE.

1. 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, and 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 regards 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 of Sex Education
- Help parents and carers to understand what is covered in 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

2. 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 and Relationships 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 that any safeguarding issues arising from Relationships and also Sex Education teaching are identified and followed in accordance with the school Child Protection and Safeguarding Policy.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf

3. Parents'/ carers' right to withdraw

At Oak Green School we teach Sex Education as part of our Relationships Education and PSHE curriculum. As Sex Education is **not statutory** at primary school, 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, PSHE Lead or a member of the Senior Leadership Team (SLT) about any concerns they may have. Requests for withdrawal must be put in writing.

Parents and carers do **not** have the right to withdraw their child from PSHE which includes statutory Relationships 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.

4. Development of the policy

This policy was written in consultation with the BC Public Health Lead for PSHE, having collated relevant information including national and local guidance. Staff were given opportunity to look at the policy and make recommendations. This was received by school governors and parents. Parents and any interested parties are invited to contribute views.

This policy links to the PSHE Policy, Relationships Education Policy, Child Protection and Safeguarding Policy, Equalities Policy and the School Behaviour Policy.

We aim to work collaboratively with parents/ carers to ensure pupils receive Sex Education lessons in Year 6 that are relevant and age-appropriate and sensitive to the needs of the community we serve. We welcome parents and carers to make an appointment with the PHSE Lead and a member of the Senior Leadership Team to come in to discuss any aspect of this policy and the provision in school.

5. Our Definition of Sex Education

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.

However, Sex Education at Oak Green School is taught in Year 6 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 relationships, to recognise their right to their own physical and emotional personal space, how to keep themselves safe, and how to report concerns or issues.

6. The Curriculum

Intent - Why teach Sex Education?

The DfE states in the statutory Relationships, Relationships and Sex Education and Health Education guidance (page 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 school have a Sex Education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls 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’.

High quality Sex Education will support pupils to:

- Be taught factual and correct information about how a baby is conceived and born
- Explore in a safe and managed environment questions they may have about puberty and give them an age-appropriate understanding of sexual development
- Understand the importance of marriage and committed relationships and learn about different cultural and religious approaches to this
- 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 only
- Recognise and establish their own personal boundaries, and privacy relating to their own bodies and know the scientific vocabulary for body parts
- Ask a trusted adult rather than go online with regards to any concerns or questions they may have and avoid viewing any inappropriate material or entering into social media conversations
- 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)

Implementation -

Please see the table below for content of the Year 6 Sex Education element of our PHSE teaching. (This can be seen also on the table - Appendix 1a - in the Relationship Policy>)

Year group	Unit content	Key vocabulary
Year 6 <u>ONLY</u>	<p>Changing me: In this unit the class learn about puberty in boys and girls and the changes that will happen – they reflect on how they feel about these changes. The children also learn about childbirth and the stages of development of a baby, starting at conception. They talk about being physically attracted to someone and the effect this can have upon the relationship. They discuss relationships and the importance of mutual respect and not pressuring / being pressured into doing something that they don’t want to. The children also learn about self-esteem,</p>	Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, negative body-talk, mental health, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Puberty, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam’s Apple, Scrotum, Genitals, Hair, Broader, Wider, Sperm, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin,

	<p>why it is important and ways to develop it. Finally, they look at the transition to secondary school (or next class) and what they are looking forward to / are worried about and how they can prepare themselves mentally.</p>	<p>Epididymis, Ovaries, Egg (Ovum), Period, Fertilised, Unfertilised, Conception, Having sex, Sexual intercourse, Making love, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, midwife, labour, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights, opportunities, freedoms, responsibilities, attraction, relationship, love, sexting, transition, secondary, looking forward, journey, worries, anxiety, excitement</p>
--	--	--

To ensure that 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. Depersonalised examples support children to explore what is being taught without sharing any personal experiences in the lesson.

What we use – Jigsaw (PSHE Association approved programme of study)

Who teaches this - Sex Education is delivered with 2 adults in the classroom, as is strongly advised

When we teach this - In the summer term Year 6 as part of the PSHE curriculum. Boys and girls are taught in their classes.

Managing Difficult Questions

All aspects of PSHE are underpinned by shared and understood ground rules (See Appendix 1) with lessons being delivered in a safe and well-managed environment. Year 6 pupils are permitted only 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. 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.

With ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. Whilst it is vital to have trust and openness we cannot offer total confidentiality to pupils if questions raise concerns. Any disclosures or concerns 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 on line, recognising 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 school Safeguarding Leads (D/DSLs) 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 co-headteachers to account for its implementation.

The co-headteachers are 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 and teachers for delivering PSHE.

With parents' permission, pupils are expected to fully engage with PSHE provision including sex education and treat others with respect.

9. Working with parents and carers

We keep parents/ carers informed about when Sex Education will take place. We offer opportunity to meet with staff and parents /carers are welcome to make an appointment to view materials used to teach Sex Education.

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 against expectations laid out by the Jigsaw scheme and PSHE association. 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 in accordance with the school's CPD programme for staff development.

Appendix 1 - Ground Rules

It is essential that the following ground rules are that:

- no personal questions or sharing of private information is permitted. The phrase, "Someone I know..." is to be taught
- no question is silly
- children use accepted medical and taught terminology - 'dictionary words' - whenever possible
- children have the right to not have to discuss anything that they are uncomfortable with
- respectful attitudes are maintained, even if the content is a bit embarrassing

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.

We 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