

Sex Education Policy



This policy was agreed by the Governing Body- May 2021

The policy is to be reviewed by - May 2022

1. School ethos / values statement

At George Grenville Academy, 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 2021 statutory Relationships 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 Relationships 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, 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 too 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

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 /RSE 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 George Grenville Academy, 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 Teachers, Team Leaders or Headteacher about any concerns they may have. Requests for withdrawal should be put in writing using the form in [Appendix 3](#).

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 including participating in sex education lessons.

4. Development of the policy

This policy has been consulted on with pupils, staff, parents and governors through pupil voice meetings with school council and Year 6, staff meetings, small group consultation and information evenings. Guidance from the PSHE advisor for Buckinghamshire County Council has also been sought.

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

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. We welcome parents and carers to make an appointment to come in to discuss any aspect of this policy and the provision in school.

5. Definition of Sex Education

Sex Education at George Grenville Academy is taught through the PSHE curriculum as part 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 emotion personal space, how to keep themselves safe, and how to report concerns or issues.

Puberty Education is part of statutory Health Education and parents/cares 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, 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 this 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 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 relationships and learn about different cultural and religious approaches to this
- Recognising and establish 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

Implementation

Sex Education is delivered through the Relationships curriculum as part of PSHE education. 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 provide depersonalised examples which support children to explore what is being taught without sharing their own personal experiences in the lesson.

What we use

The school uses the PSHE Association programme of study, the Medway Public Health Directorate – Primary RSE lessons and the NHS Buckinghamshire Healthcare materials from School Nursing to teach Sex Education lessons. The children will also be shown an online clip **Miracle of Life – 9 months in 4 minutes.**

https://www.youtube.com/watch?v=GE_I186boUU

Who

Sex Education Lessons are taught by Year 5/6 teachers or members of the senior leadership team who have been trained to deliver sex education lessons by the school nursing team at county level. The school ensures that there are always two adults in the class during the lesson.

When

Sex Education is specially taught in the summer term of Year 6 as part of the PSHE curriculum in year 6 – **What will change as we become more independent?** During this 12 week unit, there will be 3 lessons taught specifically relating to sex education.

How delivery and content will be made accessible to all pupils including SEND

In that majority of cases, lessons and resources will be adapted by the class teacher to meet the individual needs of the class. Where there are more significant access barriers, lessons and materials will be adapted by the class teacher, with advice from the school's special educational needs and disability coordinator and other outside professionals, including the school nursing team.

Where you can view curriculum information – please see appendix 1

To view where sex education fits with the school's PSHE curriculum, [see appendix 1](#). Sex education lessons are only taught in the summer term of Year 6. Lessons focussing on changing, growing and life cycles of animals including humans are part of the science curriculum and remain statutory.

Managing Difficult Questions

All aspects of PSHE are underpinned by shared and understood ground rules ([see Appendix 2](#)) with lessons being delivered in a safe and well managed environment. 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 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 DSL 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. Teachers delivering puberty and sex education lessons will have engaged in training on the subject by the school nursing team in Buckinghamshire.

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

9. Working with parents and carers

We keep parents/ carers informed about when sex education will take place. We offer a parent information evening before the sex education lessons take place in the summer term of year 6. During this information evening, we introduce parents to some of the resources we use to teach the subject. Other information, including an information leaflet from the Department of Education is on the school's PSHE page on our website. <https://www.georgegrenville.co.uk/pshe-curriculum.html> Parents /carers are welcome to make an appointment with their class teacher or the Headteacher to discuss any questions or concerns they may have.

10. Working with outside agencies and visiting speakers

The PSHE curriculum will be led by the PSHE lead and will be taught by class teachers and teaching assistants as appropriate. If we use the services of external contributors (for example the school nursing team) the school will ensure that they have a clear knowledge of the schools' PSHE programme of study and understands the objectives of the session and the aims and outcomes of the learning.

11. 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 in accordance with the school's CPD programme for staff development. Any member of staff delivering puberty and sex education lessons will have completed training - Sex & puberty education in the primary classroom KS2 - delivered by the Buckinghamshire School Nursing team and the PSHE County Advisor.

Appendix 1 Sex Education Curriculum

PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW — George Grenville Academy

Where Sex Education lessons are taught

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	

Half term / Key question:	Topic	In this unit of work, pupils learn...	Resources
Summer 1 & 2 What will change as we become more independent? How do friendships change as we grow?	Relationships Different relationships, changing and growing, adulthood, independence, moving to secondary school PoS refs: H24, H30, H33, H34, H35, H36, R2, R3, R4, R5, R6, R16	<ul style="list-style-type: none"> that people have different kinds of relationships in their lives, including romantic or intimate relationships that all intimate relationships should be consensual and based on love and respect the law and that intimate relationships are for consenting adults that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another that adults can choose to be part of a committed relationship or not, including marriage or civil partnership that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime how puberty relates to growing from childhood to adulthood about the reproductive organs and process - how babies are conceived (Including assisted fertility) what pregnancy is and how long it takes, how babies are born and how they need to be cared for that there are ways to prevent a baby being made how growing up and becoming more independent comes with increased opportunities and responsibilities how friendships may change as they grow and how to manage this how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing 	Medway Public Health Directorate relationships and sex education schemes of work for key stages How a Baby is made NHS Buckinghamshire Helathcare Plans and Resources from school nursing team Video - clip Miracle of Life – 9 months in 4 minutes. NSPCC – Making Sense of Relationships Consent PSHE Association – Mental Health and Wellbeing - Feelings and common anxieties when transitioning to secondary school Rise Above – Transitioning to secondary school

Specific sex education lessons

National Curriculum Science (linked to relationships, health and sex education) – Statutory Content

<p>Animals Including Humans (Year 2)</p> <ul style="list-style-type: none"> • notice that animals, including humans, have offspring which grow into adults • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<p>Living Things and Their Habitats (Year 5)</p> <ul style="list-style-type: none"> • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals. 	<p>Animals Including Humans (Year 5)</p> <ul style="list-style-type: none"> • describe the changes as humans develop to old age.
<p>Animals Including Humans (Year 6)</p> <ul style="list-style-type: none"> • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function 	<p>Evolution and Inheritance (Year 6)</p> <ul style="list-style-type: none"> • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents 	

Appendix 2

Ground rules for PSHE lessons

At George Grenville Academy, G.R.O.U.N.D. rules are used to help to minimise unintended disclosures, disclosures at inappropriate times or comments of a negative nature made towards other pupils (whether intentional or not). Such ground rules support broader class rules, school values and the school's behaviour policy. Pupils and teachers re-visit them at the start of every lesson, add any extra rules if needed as a class and apply them in all discussion and group activities.

G = **G**iggling is okay but laughing at others is not.

R = **R**espect what each other has to say.

O = **O**ption to pass if something feels too private.

U = **U**se the dictionary words for our bodies.

N = **N**o question is a silly question.

D = **D**on't tell personal stories about anyone.

Appendix 3 - Letter Template to provide permission for Sex Education



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Chandos Rd, Buckingham MK18 1AP

Phone: 01280 813273
Email office@georgeregrenville.co.uk
www.georgeregrenville.co.uk
Headteacher: Mrs E Killick

Year 6 - Sex Education July XXXX

Date - XXXXX

Dear Parents,

As part of the school's Personal, Social and Health Education programme (PSHE), your child will soon receive sex education lessons. The purpose of sex education is to build on children's knowledge of changes linked to puberty and provide knowledge and understanding about the processes of human reproduction at an age appropriate level. Pupils will be taught factual and correct information about how a baby is conceived and born, dispelling any myths and incorrect information. They will be taught the law and that intimate relationships are for consenting adults based on love and respect. Pupils will also be taught to recognise unhealthy, inappropriate relationships and where to go if they have any questions or concerns in the future.

If young people can start their transition into adulthood with good information and the confidence and knowledge to understand what is happening to them, they will hopefully grow into confident and healthy adults able to make positive choices. This can start with learning the basics about growing up and the sessions in school may reinforce what you are already doing at home.

In the Summer Term in Year 6, the children will be completing the following topic:

Year 6 - What will change as we become more independent?

As part of this unit of work, the following lessons relate to sex education:

- about the reproductive organs and process - how babies are conceived (including assisted fertility) what pregnancy is and how long it takes, how babies are born and how they need to be cared for
- that there are ways to prevent a baby being made
- that all intimate relationships should be consensual and based on love and respect
- the law and that intimate relationships are for consenting adults

Sex education lessons will be delivered using resources recommended by the PSHE association and school nursing team. They will be delivered by XXXXX who has completed training from the school nursing team in Buckinghamshire. There will always be 2 members of staff present during these lessons. All teaching materials are appropriate to the age and emotional maturity of the pupils

concerned and we will aim to present the programme in an objective, balanced and sensitive manner.

You are welcome to come into school or contact your child's teacher to discuss the programme of work we will be covering, any concerns you may have or to view any of the teaching materials used, prior to the children commencing this topic on **XXXXXXXXXX**.

We will be holding an information evening open to all parents on **XXXXXX**. During the meeting, parents will be able to view the resources we will be using and gain further understanding of the content we will be teaching.

You have the right to remove your child from the lessons listed in this letter. If you would not like your child to participate in the Year 6 sex education lessons, we would be grateful if you would sign the reply slip below and return the slip to your child's teacher by **XXXXXXXXXX**.

Yours sincerely

Emma Killick

Headteacher

.....
Year 6 - Sex Education – XXXXXXXXXXXX

Name of child

Class

I would not like my child to participate in the Year 6 Relationships and Sex Education Programme.

Signed: _____
Parent/Guardian.