

# **LOUDWATER COMBINED SCHOOL**

## **Sex Education Policy**

At Loudwater 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 Relationships Education and Health Education became 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.

### **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

### **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

### **Parent/carer right to withdraw**

At Loudwater 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 PSHE Subject

Leader (Mrs B Welland) 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.

This policy links to the PSHE policy, Relationships Education Policy, Safeguarding Policy, Anti-Bullying Policy, Equalities policy and the Behaviour for Learning & Positive Relationships 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.

### **Definition of Sex Education**

Sex Education at Loudwater School 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.

### **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 approached 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. It builds upon what the pupils have already learnt in Science (puberty) and previous relationship 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** – PSHE Association’s Question-based Programme Builder with linked resources.

**Who** - Sex Education lessons will be taught by the Year 6 class teacher. During these lessons there will be two adults (including the class teacher) in the classroom. The PSHE Subject Leader should ensure that the Year 6 Teacher is kept informed of any new initiative in the teaching Sex Education.

**When** - Sex Education lessons will be taught as part of the PSHE curriculum in Year 6. These lesson will be taught in the summer term of our spiral curriculum. If appropriate, there might be occasions when boys and girls are taught separately.

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

As far as is appropriate, pupils with special educational needs should follow the same PSHE education programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or learning support assistants work with individual pupils where required, and if appropriate.

It is not the school’s policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement.

**Where you can view curriculum information** – see appendix 1

### **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

### **Assessment**

Pupil progress and understanding will be assessed through the use of built-in baseline activities at the start of a unit of work. At the end of the unit, pupils will revisit the activity to demonstrate their further understanding of their learning.

### **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.

### **Roles and responsibilities**

The Governing Body will approve the policy and hold the Head teacher to account for its implementation.

The Head teacher 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 subject leader 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 other with respect.

### **Working with parents and carers**

We keep parents/carers informed about when sex education will take place. A letter is sent to parents/carers prior to these lesson being taught in class. We have included leaflets, recommended books and guidance for parents/carers on the school website for further information. Parents/carers are welcome to make an appointment to view materials used to teach sex education.

### **Monitoring, evaluation and training**

Sex education will be monitored and evaluated by the PSHE subject leader, 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.

### **Development of the policy**

This policy was written by the PSHE subject leader with SLT using all relevant information including national and local guidance and guidance from Public Health PSHE lead.

All school staff were given the opportunity to look at the policy and make recommendations.



Parents and any interested parties were invited to attend a Parents Forum meeting where the policy was reviewed and discussed.

This policy was shared and ratified with governors.

**Date of review** November 2023

**Appendix 1 PSHE including Sex Education Curriculum**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation Stage	Autumn - Marvellous Me! – Respect, caring friendships, building learning power, rules		Spring - Traditional tales/Bears – Telling the truth, right & wrong, empathy		Summer - Mini-beasts/Journeys – Caring for plants & animals, achievements, change/moving on, emotions	
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 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 feeling?
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 can we help in an accident or emergency?	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 will we grow and change?	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?		<b>What will change as we become more independent?</b> <b>How do friendships change as we grow?</b> <ul style="list-style-type: none"> <li>• what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults</li> <li>• how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb</li> <li>• that pregnancy can be prevented with contraception</li> </ul>	

Key:-  Health and Wellbeing  Relationships  Living in the wider world

## Appendix 2 Ground rules

### The importance of ground rules for PSHE lessons

Before teaching about mental health and emotional wellbeing, clear ground rules should be established. This may also be known as class contract or class agreement and is one of the main ways of ensuring there is a safe teaching and learning environment. The ground rules should be consistently kept to and revisited throughout the lesson and should be clearly displayed in the classroom. Teachers should model good use of the ground rules and reinforce or renegotiate them as required.

**In order for ground rules to be effective they should be developed and agreed with the pupils themselves, rather than 'given' or imposed by the teachers.**

Teachers will want to explain that PSHE lessons cover a wide range of topics and can include talking about things that people have different feelings about and that it is important to ensure that everyone in the room feels able to participate.

#### Example ground rules - List 1 (shared agreement)

- We join in and ask questions if we want to
- We make sure that everybody feels listened to
- We make sure everybody feels ok – we don't put people down
- We use the correct vocabulary when possible, if we are unsure we ask the teacher
- We keep the conversation in the room
- We know we can ask for further help or advice if we want to

#### Example ground rules - List 2 (rights and responsibilities)

- Everybody has the right to feel listened to
- Everybody has the right to join in and speak if they want to
- We have the responsibility to ensure people do not feel judged or 'put down'
- We have responsibility to use the correct vocabulary so as not to cause offence
- Everybody has the responsibility to keep confidentiality
- Everybody has the right to seek help or advice if they want to

### Some ways of developing ground rules with pupils

- Use a character or persona doll and think about how they can be helped to feel comfortable in the lessons
- Give each individual pupil or pair of pupils a sheet of paper divided into sections and ask them to write one important rule in each section. Compare each other's responses to develop one class set to be agreed
- Ask one half of the class to write down or draw important things for the teacher to do in PSHE lessons and the other half to think about important things for the pupils to do

Some examples and things to consider with the class when developing a set of ground rules:

#### 1) Sharing opinions, the right to 'pass' and asking questions

Consider with the class:

- that topics should be able to be openly and honestly explored
- the importance of everyone being entitled to express an opinion
- that pupils should join and actively participate in the lesson, but if someone feels uncomfortable with a topic or activity they should talk to the teacher individually (the teacher might prepare the class in advance by letting them know what topics are coming up). Pupils can let the teacher know anonymously or directly if they have any concerns about themselves or a friend
- that questions are welcomed but:
  - no one should ask a question that deliberately tries to embarrass or upset someone or encourages pupils to laugh at someone
  - teachers and pupils may choose to not answer a question if it is personal
- whether questions can be asked throughout the lesson or whether there may be a set time in the lesson when questions can be asked
  - at the beginning of the lesson, questions are invited and written on the flipchart to help direct the lesson based on the current needs and understanding of the class
  - by using an anonymous questions box where questions can be asked and followed up a later time (this is particularly useful if pupils want to ask questions that they may feel uncomfortable about asking in the lesson)

#### Examples:

- We join in and ask questions if we want to
- Everybody has the right to join in and speak if they want to

#### 2) Listening to others

Consider with the class:

- what good or 'active' listening looks like

- how best to agree with or challenge someone else’s viewpoint (ie: listening in full before making assumptions or formulating a response, not interrupting)

**Examples:**

- We make sure that everybody feels listened to
- Everybody has the right to feel listened to

**3) No assumptions, non-judgemental**

Consider with the class:

- that a range of different attitudes and beliefs may be explored in the lesson
- that there may not necessarily be a ‘right’ answer
- that everyone should be entitled to express an opinion or ask a question without feeling ridiculed - the importance of not making fun of or putting down other pupils
- where pupils disagree with another point of view, they should challenge the belief and not the person
- being careful not to make assumptions about the attitudes, values and life experiences of others

**Examples:**

- We make sure everybody feels ok – we don’t put people down
- We have the responsibility to ensure people do not feel judged or ‘put down’

**4) Use of language**

Consider with the class:

- the importance of using vocabulary everybody understands - in most cases the correct vocabulary should be used
- that vocabulary that is inaccurate or offensive should not be used (unless there is specific task that demands this)
- not just which words are used, but the way in which they are used, such as using correct vocabulary but in an inappropriate way to hurt someone or cause offence for example

**Examples:**

- We use the correct vocabulary when possible, if we are unsure we ask the teacher
- We have responsibility to use the correct vocabulary so as not to cause offence

**5) Confidentiality**

Consider with the class:

- that lesson time is not the appropriate setting to directly discuss their own personal experience or the personal experiences and private lives of others. General situations might be used as examples but names and identifying descriptions should be left out. Pupils can share stories or experiences without naming others, by saying: ‘*Someone I know...*’ or ‘*A situation I heard about...*’
- the importance of not naming names or repeating other people’s views if discussing lesson content outside of the classroom. You might also discuss why it is not appropriate to share the lesson content with younger pupils (depending on the nature of the lessons)
- emphasise that you cannot completely guarantee confidentiality, that if you become concerned that a child is at risk (being hurt or harmed), you will need to follow the school’s safeguarding policy (tell someone else in school)

**Examples:**

- We keep the conversation in the room
- Everybody has the responsibility to keep confidentiality

**6) Seeking help and advice**

Teachers should direct pupils to:

- a person or people in school
- appropriate websites, helplines or text services where pupils might go to for further help or advice - these should be displayed in the classroom, especially whilst the topic is being taught

**Examples:**

- We know we can ask for further help or advice if we want to
- Everybody has the right to seek help or advice if they want to



### **Appendix 3 – DFE guide for parents**

DfE information for parents

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

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

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