

# Engayne Primary School

## Policy for Sex Education

### 1. Aims

#### 1.1 Sex education at our school aims to:

- Prepare pupils for puberty and the importance of sexual health and hygiene.
- Provide pupils with an understanding of the reproductive process.
- Create a positive culture around issues of relationships.
- Teach pupils the correct vocabulary when discussing puberty, relationships and reproduction.
- Provide a framework in which sensitive discussions can take place.
- Help pupils develop feelings of self-respect, confidence and empathy with others.

1.2 Our delivery of sex education is underpinned by our school's ethos. We aspire to give every pupil the opportunity to reach their full potential in a safe, enjoyable and stimulating environment, which prepares them for an ever-changing world. We use SCARF resources throughout the year to build on relationships education and children are taught about their changing bodies in the summer term of each year.

1.3 In addition, we believe that every pupil attending our school should have the opportunity to develop and realise their true potential. We seek to provide an inclusive learning environment which encourages, guides and supports all pupils.

### 2. Statutory requirements

2.1 As a maintained primary school, we must provide relationships education to all pupils as per Section 34 of the Children and Social Work Act 2017.

2.2 In June 2019, the Department for Education published statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education. The statutory guidance states that Relationships Education and Health Education will be compulsory in all primary schools from September 2020.

2.3 The statutory guidance does not extend to sex education in primary schools (beyond the biological/reproductive aspects primary schools are already required to cover in their science curriculums).

**However, the Department for Education '*continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils*'.**

The statutory guidance is available to read [here](#). The section which specifically relates to sex education in primary schools can be found on pages 23 and 24 of the guidance (points 65 – 68).

2.4 At Engayne Primary school, we deliver a sex education programme **for pupils in year six**, as set out in this policy.

### 3. Parent/Carer objection or withdrawal of children

3.1 Some individual parents/carers may object to the content of our year six sex education programme. Parents/carers have the right to withdraw their children from the **non-national curriculum for science components of sex education**.

3.2 If parents/carers request withdrawal, it may be appropriate to discuss the issues with the relevant class teacher or the head teacher first. Parents do not have to give their reasons for withdrawing their children but they should be aware of the implications of removing them, especially how it will make their child feel and how it may affect relationships with other children.

3.3 Alternative work will be given to pupils who are withdrawn from sex education lessons.

3.4 Requests for withdrawal should be put in writing using the form found in Appendix Two of this policy and should be addressed to the head teacher.

#### 4. Scope and delivery

4.1 Our year six sex education programme:

- is about supporting the emotional, social and cultural development of pupils in year six.
- is about facilitating the provision of accurate information regarding puberty, relationships and reproduction.
- is about improving pupils' understanding of issues concerning puberty, relationships and reproduction.
- is not about the promotion of sexual activity.

4.2 Our year six sex education programme is taught over seven lessons and covers the following themes and their outcomes:

Theme	Outcomes
To explore the importance of communication and respect in relationships.	<ul style="list-style-type: none"><li>– To explain some differences between a healthy and unhealthy relationship.</li><li>– To know that communication and permission-seeking are important in all relationships.</li></ul>
To explore positive and negative ways of communicating in a relationship.	<ul style="list-style-type: none"><li>– To be able to consider when it is appropriate to share personal/private information in a relationship.</li><li>– To know how and where to get support if an online relationship goes wrong.</li></ul>
To explore the emotional and physical changes occurring in puberty.	<ul style="list-style-type: none"><li>– To explain the main physical and emotional changes that happen during puberty.</li><li>– To ask questions about puberty with confidence.</li></ul>
To consider puberty and reproduction	<ul style="list-style-type: none"><li>– To describe how and why the body changes during puberty, in preparation for reproduction.</li><li>– To talk about puberty and reproduction with confidence.</li></ul>
To consider different ways people might start a family	<ul style="list-style-type: none"><li>– To describe the decisions that have to be made before having children.</li><li>– To know some basic facts about conception and pregnancy.</li></ul>

4.3. The programme is tailored to the age, physical and emotional maturity of pupils in year six, while also taking into account their developmental differences. All children, including those who develop earlier than average, need to know about puberty, before they experience the onset of physical changes.

4.4 A more detailed scheme of work is attached as Appendix One.

4.5 In addition, year five pupils, accompanied by their parents/carers, can discuss issues relating to hygiene, in a discussion led by the school nurse or a member of school staff. The children's anonymity is always respected.

4.6 The biological aspects of sex education are also taught within our **science curriculum**, as follows:

Key Stage 1 (age 5-7 years):

- Year 1 pupils are taught to:
  - Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Year 2 pupils are taught to:
  - Notice that animals, including humans, have offspring which grow into adults.
  - Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Key Stage 2 (age 7-11 years):

- Year 4 pupils are taught to:
  - Describe the simple functions of the basic parts of the digestive system in humans.
- Year 5 pupils are taught to:
  - Describe the life process of reproduction in some plants and animals.
  - Describe the changes as humans develop to old age.

4.7 Although the sex education elements of the programmes of study for science are set out year-by-year for KS1 and KS2, please note that schools are only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate. All schools are also required to set out their school curriculum for science on a year-by-year basis and make this information available online, via the school website.

## 5. Managing Difficult Questions

5.1 This section should be read in conjunction with points 63 and 64 (page 23) of the statutory guidance.

5.2 Teachers will be open and honest with pupils. However, some questions will be referred to parents/carers, if needed.

5.3 Sensitivity about how issues are addressed is paramount. Children who are easily embarrassed may particularly benefit from sensitive discussion of more controversial issues because this will help them overcome their embarrassment in future. Also, children who are known to have been subjected to sexual abuse will benefit from discussion of sex education issues, based on a caring approach which acknowledges children's rights. The Head Teacher will inform teachers of any potential issues relating to individual children, on a case by case basis, while still maintaining utmost confidentiality. In addition, discussion of sex education issues may result in children identifying as potential victims of sexual abuse. At our school, we have clear procedures for safeguarding children (specified in the school's Safeguarding and Child Protection Policy) and school procedures should always be followed in terms of confidentiality and disclosure

of information. All disclosures should be referred to the head teacher, who is our Designated Safeguarding Lead, or to one of the Designated Safeguarding Deputies (see point 11).

5.4 Some initial embarrassment from children is not necessarily a bad thing. The key is to make sure that children who may feel embarrassed are not put on the spot and are helped to feel more comfortable.

5.5 Teachers will use a variety of techniques to help children feel able to talk openly. Examples might include:

- Small group work - especially for issues which may be embarrassing to some children.
- Single-sex groupings for part of the lesson, where appropriate.
- A question box where children can anonymously place questions for discussion without being clearly identified.
- Using a range of participative learning methods that facilitate pupil thinking and involvement.
- Involving pupils in decision making about their own learning. Encourage children to think about what they need to learn, how they can best learn and to evaluate what they have learned.
- Negotiating ground rules. This can be done by asking children how they should and should not behave if everyone is to feel comfortable and be involved.

## 6. Special Educational Needs

6.1 For details of how our teaching methods take into account children's special educational needs, please refer to point 64 (page 23) of the statutory guidance. In all aspects of sex education, we will follow the school policy for pupils with SEND.

## 7. Gender Issues

7.1 At our school, we aim to deliver some (but not all) of the year six sex education programme in single sex groupings.

7.2 Girls may feel more comfortable and able to talk more openly about personal issues without boys always being involved. Equally, it is important that boys' needs are considered and single sex groupings can encourage boys to talk more openly about the topics being discussed.

7.3 Using single-sex groupings for parts of sessions may also be useful where there are pupils who have strictly religious parents/carers and do not want their daughters talking to boys about certain issues and vice versa.

## 8. Sexuality

8.1 It is important to encourage tolerance and understanding and not to encourage prejudice against people whose sexuality is different to our own.

8.2 Primary-aged children may already be aware of and have ideas about sexuality, sometimes based on inaccurate information and stereotypes. Our year six sex education programme will include some discussion of sexuality, delivered in a sensitive manner, and provides positive representations of homosexual, bisexual and trans people.

8.3 Discussion of relationships should not be solely about heterosexual relationships. The word 'partner' can be used, rather than assuming all girls want to have boyfriends, all boys want to have girlfriends or that everyone wishes to get married and/or have children.

## 9. Sexism, homophobia and transphobia

9.1 Challenging sexism, homophobia and transphobia is part of our school's approach to promoting equal opportunities and combating bullying. Emotional stress and harm caused by bullying in whatever form, be it racial, related to a pupils' appearance, related to sexual orientation or for any other reason, is completely unacceptable.

9.2 Children might make sexist, homophobic or transphobic comments. When they do this, it is important to deal with the issue rather than avoid it. At our school, we handle this in a sensitive way, especially as some children may not fully understand what they are saying or the consequences this could have. Guidance should be sought from the head teacher on how to approach and deal with such sensitive issues. Parents/carers may need to be involved if such comments persist.

9.3 The use of the word 'gay' has become a common insult amongst children and young adults. Generally, this is not in the context of referring to a person's sexuality but in the context an insult i.e. 'that is so gay'. This should be strongly discouraged. We all need to challenge this if we hear it.

## 10. Religious and Cultural beliefs

10.1 It is important that teachers are aware of cultural and religious differences in relation to sex education. Where children are of a particular religious or cultural background, this will be taken into account in planning and delivering the year six sex education programme.

10.2 Section 3 of this policy sets out what parents/carers need to do if they wish to withdraw their child(ren) from the non-science curriculum components of sex education.

## 11. Confidentiality and disclosure

11.1 At our school, we have clear procedures for safeguarding children (specified in the school's Safeguarding and Child Protection Policy).

11.2 School procedures should be followed in terms of confidentiality and disclosure of information. All disclosures should be referred to the head teacher, who is our Designated Safeguarding Lead, or to one of the Designated Safeguarding Deputies.

## 12. Parent/Carer communication

12.1 The year six sex education programme is delivered across the academic year. Parents/carers of pupils in year six will be sent a letter beforehand, providing information about its contents.

12.2 Parents/carers should also refer to Appendix One of this policy, specifying the scheme of work which we use for sex education, in year six.

## 13. Policy review

13.1 The Policy for Sex Education will be reviewed and updated annually, in conjunction with the Health, Relationships and Wellbeing policy.

## Puberty, Relationships and Reproduction Key Stage 2

### Scheme of Work

**Word Box:** Womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, relationship, friendship, love, consent, intimacy, communication, personal/private information, internet safety

Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
<b>Health Education</b> Mental wellbeing (6c,6d,6f,6g,6i,6j) Changing Adolescent body (8a,8b)	<b>Learning Intention</b> To consider puberty and reproduction <b>Learning Outcomes</b> Describe how and why the body changes during puberty in preparation for reproduction Talk about puberty and reproduction with confidence	<b>Lesson 1</b> <a href="#">Puberty and Reproduction</a>	<b>Resources</b> <a href="#">Puberty Changes Teacher Guide</a> <a href="#">Puberty Body Part cards</a> <a href="#">Reproduction questions sheet</a> <a href="#">Reproduction answer cards</a> <a href="#">Reproduction whiteboard summary</a> <b>Additional Activities</b> <a href="#">Year 6 Puberty Problem Page</a> <a href="#">Year 6 Puberty Problem Page Cut-outs</a> <a href="#">Year 6 Puberty Problem Page Teacher Guide</a>
<b>Relationships Education</b> Families and people who care for us (1a,1b,1d,1f) Caring friendships (2a,2b,2c) Respectful relationships 3b,3d,3h) Being safe (5a,5b,5c,5d,5e)	<b>Learning Intention</b> Exploring the importance of communication and respect in relationships <b>Learning Outcomes</b> Explain differences between healthy and unhealthy relationships Know that communication and permission seeking are important	<b>Lesson 2</b> <a href="#">Communication in Relationships</a>	<a href="#">Communication and Touch cards</a> <a href="#">Pupil Questions template</a>
<b>Relationships Education</b> Families and people who care for us (1c,1d,1e) <b>Key Stage 2 Science</b> - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to parents	<b>Learning Intention</b> To consider different ways people might start a family <b>Learning Outcomes</b> Describe the decisions that have to be made before having children Know some basic facts about conception and pregnancy	<b>Lesson 3</b> <a href="#">Families, Conception and Pregnancy</a>	<a href="#">Couple pictures</a> <a href="#">How does a baby start? cards</a> (one set per group) <a href="#">How does a baby start? whiteboard summary</a> Pupil Questions from previous lesson - typed <b>Additional Activities</b> <a href="#">Conception and Pregnancy statements</a> <a href="#">Conception and Pregnancy Quiz</a> <a href="#">Conception and Pregnancy Quiz Answers</a> <a href="#">Reproductive System slides</a>
<b>Relationships Education</b> Online relationships (4a,4b,4c,4d,4e) Being safe (5a,5b,5d,5e,5g,5h) Mental wellbeing (6h,6i)	<b>Learning Intention</b> To explore positive and negative ways of communicating in a relationship <b>Learning Outcomes</b> To have considered when it is appropriate to share personal/private information in a relationship To know how and where to get support if an online relationship goes wrong	<b>Lesson 4</b> <a href="#">Online Relationships</a>	<a href="#">Relationship Question cards</a> <a href="#">Communication Scenario cards</a> <a href="#">Communication Scenarios answers</a> <a href="#">Communication Scenarios whiteboard summary</a> <b>Additional Activities</b> Film clip from <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a>

**Appendix Two: parent/carer  
withdrawal form**

**TO BE COMPLETED BY PARENTS**

Name of child		Class	
Name of parent		Date	
<p><b>Optional:</b> reason for withdrawing child (ren) from non-national curriculum for science components of sex education</p> <p><i>Please note that removing children from sex education can affect your child(ren) and their relationships with others.</i></p> <p><i>Children will also discuss sex education lessons on the playground and outside of school.</i></p>			
<p>Any other information you would like the school to consider</p>			
Parent signature			