



# Robertswood School

## Sex Education Policy (PSHE)

This policy specifically covers our school's approach to sex education. It was produced by Sarah Rushworth (PSHE Subject Leader), through consultation with Eddie Richings (Head), Year 6 teachers, the Governors, a representative group of parents, The PSHE Association, Coram Life Education, and Carol Stottor (Public Health England). It will be reviewed in April 2022.

### 1. School ethos / values statement

At Robertswood 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 is 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. See Appendix 1 for further clarification.

### 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/ carers, governors, pupils and other agencies regarding the organisation, content and approach to teaching of Sex Education
- Help parents/ 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 Robertswood 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/ 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 or Head about any concerns they may have. Requests for withdrawal should be put in writing to the Head.

Parents/ 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 developed by the PSHE lead in consultation with the Head, Teachers, school governors, and a group of representative parents.

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 (please note the DfE doesn't define what should be taught as this is left to the individual school to decide)**

Sex Education at Robertswood 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 healthy relationships, 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/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, 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 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 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 committed relationships
- 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 online 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

an introductory task 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. We specifically do not allow the discussion of personal stories, involving their friends and families.

**What we use:** Coram Life Education - SCARF + teacher-made resources

**Who:** Year 6 Class Teachers, delivered with 2 adults in the classroom. Mixed or same-sex groupings for children are used in lessons, with regard for the cohort's needs and the content being taught.

**When:** Usually during the summer term.

**How delivery and content will be made accessible to all pupils including SEND:** parents of all Year 6 children are invited into school to hear how the lessons will be taught. They will watch parts of the videos (or all of the videos depending on parents' request) and have the opportunity to look at a range of the resources that will be used. All children are aware that there are adults who they can talk to if they wish. Depending on needs, strategies and modifications would be discussed with the SENCO.

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

## **Managing Difficult Questions**

All aspects of PSHE are underpinned by shared and understood ground rules (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 appropriate to answer within whole-class lessons and these will be followed up separately on an individual or group basis. Any questions which teachers do not feel are appropriate to answer within the school setting may be passed onto the parents.

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.

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.

## **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, 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 safeguarding 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.

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. Before the lessons, parents /carers are invited to attend a meeting to talk with the class teachers and 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. 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.

**11. Sign off and date and Review date**

**Name:** \_\_\_\_\_

**Name:** \_\_\_\_\_

**Signed:** \_\_\_\_\_  
\_\_\_\_\_

**Signed:**

**Date:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Policy Review Date:** \_\_\_\_\_

## **Appendix 1 Sex Education Curriculum**

Health Education (Puberty) statutory	Relationships Education - statutory	Sex Education (Pregnancy to birth) Not statutory and in addition to the science curriculum - suggestions
<p>Pupils learn about the changing adolescent body. Pupils should know:</p> <ul style="list-style-type: none"> <li>• Key facts about puberty – particularly from age 9 -11, including physical and emotional changes</li> <li>• About menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul> <p>e.g. Pupils:</p> <ul style="list-style-type: none"> <li>• identify the physical, emotional and behavioural changes that occur during puberty for both males and females</li> <li>• understand that puberty is individual and can occur any time between 8-17</li> <li>• understand that body changes at puberty are related to becoming an adult</li> <li>• name the male and female reproductive organs (good practice to teach biologically correct terminology but not statutory)</li> </ul>	<p>Pupils learn about different types of relationships:</p> <ul style="list-style-type: none"> <li>• Families and people who care for me</li> <li>• Caring friendships</li> <li>• Respectful relationships</li> <li>• Online relationships</li> <li>• Being safe</li> </ul> <p>e.g. Pupils:</p> <ul style="list-style-type: none"> <li>• recognise the different types of relationships they have in their everyday life</li> <li>• recognise and maintain positive and healthy relationships</li> <li>• recognise when a relationship is unhealthy</li> <li>• understand loving relationships and marriage are for adults and there are different types of relationships</li> <li>• recognise and respect different types of relationships and understand the equalities agenda</li> <li>• know how to keep safe and recognising their bodies belong to them</li> <li>• recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• how to report concerns or abuse, and have the vocabulary and confidence needed to do so</li> </ul>	<p>Pupils learn about human reproduction in the context of the human lifecycle Pupils:</p> <ul style="list-style-type: none"> <li>• can describe how babies are made and explain how sexual intercourse is related to conception</li> <li>• can name the male and female reproductive organs and understand how puberty is related to becoming an adult in preparation for reproduction</li> <li>• understand that sex or making love may be one part of an intimate relationship between adults</li> <li>• can explain the similarities and differences between friendships and intimate relationships</li> </ul> <p>Pupils learn how a baby is made and grows Pupils:</p> <ul style="list-style-type: none"> <li>• know the male and female body parts associated with conception and pregnancy</li> <li>• can define conception</li> <li>• know what pregnancy is, where it occurs and how long it takes</li> </ul> <p>Pupils:</p> <ul style="list-style-type: none"> <li>• can identify some of skills and qualities needed to be parent and carer</li> <li>• understand the variety of ways in which parents and carers meet the needs of babies and children</li> <li>• can recognise that both men and women can take on these roles and responsibilities</li> </ul>

## **Appendix 2 Ground rules**

Work with pupils to establish a list of ground rules that will increase their feelings of safety and comfort during puberty and sex education classes.

It is essential that the following ground rules be included:

- 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.
- All children are expected to engage with the content of the lessons.

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.

## **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/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)

**Statutory Guidance**

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