



Naphill and Walters Ash **School**

Sex Education Policy

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Statement of Intent

At Naphill and Walters Ash, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to Sex Education. Elements of this are statutory as they are part of the Science National Curriculum. We have decided to teach some elements of Sex Education to our children at an age appropriate level as we feel that we can educate the children about such issues in a considered and supportive environment. We recognise that children today access, hear and see information about sex from many sources, many of which are inaccurate and/or inappropriate. It is important that the children access information about sex education in a responsible and accurate way and we can deliver that here at school.

We understand our responsibility to deliver a high-quality, age-appropriate and Sex Education curriculum for all our pupils. This policy sets out the framework for our Sex Education curriculum, providing clarity on how it is informed, organised and delivered.

1. Legal framework

This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Equal Opportunities Policy
- Anti-Bullying Policy: Pupils

- E-safety Policy
- Relationships and Health Education Policy

2. Parental Rights and School's Responsibility

The school will consult parents each year when the policy is due for renewal. If major changes have to be made before then parents will be informed and consulted.

All pupils must be taught the aspects of Sex Education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals. Some areas are also in the Relationships and Health Education Policy which is statutory and parents cannot withdraw their child from those.

As Sex Education is not statutory at primary level (other than what must be taught as part of the science curriculum and Relationships and Health curriculum), parents have the right to request to withdraw their child from all or part of the Sex Education curriculum.

The headteacher will automatically grant withdrawal requests. However, the headteacher will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

The headteacher will discuss with the parent, the benefits of receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.

The headteacher will keep a record of the discussion between themselves, the pupil and the parent.

The headteacher will grant a parent's request to withdraw their child from Sex Education, other than the content that must be taught as part of the science curriculum and the Relationships and Health curriculum.

The parent will be informed in writing of the headteacher's decision.

Where a pupil is withdrawn from Sex Education, the headteacher will ensure that the pupil receives appropriate alternative education.

The age and development of pupils is always considered when delivering Sex Education.

3. Roles and Responsibilities within School

The governing board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

The headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

The headteacher along with class teachers are responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to Sex Education
- Ensuring the Sex Education curriculum is inclusive and accessible for all pupils.
- Monitoring and evaluating the effectiveness of the subjects and providing feedback to the SLT.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to Sex Education
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Liaising with the SENDCO to identify and respond to individual needs of pupils with SEND.

The SENDCo is responsible for;

- Advising teaching staff how best to identify and support pupils' individual needs.

4. Organisation of The Curriculum

Reception and Year 1 - Statutory

Growing and Changing correct terminology, body parts, including correct terminology for external genitalia

Private parts, staying safe, Barnardo's Pants (links to appropriate relationships)
<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/underwear-rule-schools-teaching-resources/>

What are the differences between boys (male) and girls (female) likes/dislikes

Life cycles – pets/animals, adult and young names cat/kitten etc How do baby animals feed get looked after.

Life cycle of e.g. frogs.

Photographs of their own families – parents, grandparents – humans have babies.

Year 2 - Statutory

Growing and Changing correct terminology, body parts, including correct terminology for external genitalia

Linked to body parts, recap Barnado's Pants <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/underwear-rule-schools-teaching-resources/>

The process of growing from young to old and how people's needs change

Stages of human growth (recap)

Names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls (recap yr 1 likes/dislikes move onto bodies)

As they grow they will change – how?

Year 3 - Statutory

Growing and Changing puberty, physical and emotional changes

Recap on how we change from babies to adults (Ks1)

Recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong

Taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact

Year 4 - Statutory

Growing and Changing puberty, physical and emotional changes

Recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong

Taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact

Year 5 - Statutory

Growing and Changing puberty, physical and emotional changes

How their body will, and emotions may, change as they approach and move through puberty

Taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact

Growing and Changing – pregnancy (caring for a baby), parents/carers - roles

Year 5 – Non Statutory

How/why some people do not have children – contraception (this does not refer to how to use it) idea that there is a choice to have children.

Year 6 - Statutory

Growing and Changing puberty, physical and emotional changes

Growing and Changing human reproduction, babies, pregnancy, parents/carers

How their body will, and emotions may, change as they approach and move through puberty (recap from Yr 5)

Human reproduction (science national curriculum)

Taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers.

Esafety – youth on youth imaging, use of pictures online

Pupils should have the opportunity to learn about the difference between sex, gender identity and sexual orientation and the terms associated with sex, gender identity and sexual orientation

Year 6 Non-Statutory

Sexual intercourse,

Contraception – recap on Yr 5

5. Behaviour

The school has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another.

Any bullying incidents caused as a result of any teaching, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school.

These incidents will be dealt with following the processes in our Behaviour Policy and Anti-Bullying Policy.

The headteacher will decide whether it is appropriate to notify the police or an appropriate external agency the action taken against a pupil.

6. Staff training

All staff members at the school will receive any updates each term to ensure they are up-to-date with the Sex Education programme and associated issues.

Members of staff responsible for teaching the subjects will undergo further training when appropriate, to ensure they are fully equipped to teach the subjects effectively.

Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

7. Confidentiality

Confidentiality within the classroom is an important component of Sex Education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.

Teachers will, however, alert the headteacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy.

Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure.

Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Child Protection and Safeguarding Policy.

8. Monitoring of the Curriculum

The head teacher is responsible for monitoring the quality of teaching and learning for the subjects.

The head teacher and SLT will monitor all areas of the curriculum which will include a mixture of the following:

Self-evaluations

Lesson observations

Learning walks

Work scrutiny

Lesson planning scrutiny

The headteacher will give feedback to the Governors on the quality of education.

9. Monitoring and Review of the Policy

This policy will be reviewed on an annual basis by the headteacher. The next scheduled review date for this policy is May 2022.

This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

The Governors are responsible for approving this policy.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.